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ABSTRACT

This handbook provides resources for teachers and administrators involved in vocational assessment under the requirements of the Carl D. Perkins Vocational Education Act. The handbook is organized in seven sections. The first section provides an overview of the background and contents of the handbook. Section II gives an overview of the process of vocational assessment of handicapped persons from the perspective of career guidance. It includes a review of legislation and literature as well as a view of the three-level model of assessment developed in Texas. Section III describes the procedures for implementing vocational assessment in Texas under the Perkins Act. Section IV contains brief descriptions of 35 commercial assessment instruments, as well as a sampling of locally developed materials. The five parts of this section include 4 aptitude tests, 10 interest inventories, 5 adaptive behavior measures, 16 combined measures or work samples, and 17 locally developed materials. Section V provides an overview of the measurement techniques necessary to develop norm, reliability, and validity data for either locally developed performance samples or the modification of commercial instruments, along with examples of performance samples. Section VI deals with writing reports of the results of vocational assessment, and section VII summarizes how to interpret and use the data obtained through assessment. Four appendixes contain: (1) Texas Education Agency guidelines for serving special education students in vocational education; (2) tables of assessment instruments with an alphabetical listing by category and level of use; (3) documentation for the Easy Measurement software; and (4) an annotated bibliography of 27 resources. (KC)

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Vocational Assessment Handbook

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As with any project of this magnitude there were many individuals involved and the project staff wishes to acknowledge and thank them for their contributions. Included among those who have made a significant impact on the Handbook content is our advisory committee composed of Eleanor Mikulin and Gene Lenz of the Texas Education Agency (TEA), Darlene Kimbly and Tom Atwood from the Texas Department of Mental Health and Mental Retardation, Carl Risinger from the Texas Rehabilitation Commission, Jerry Wircenski and Marty Barbieri from North Texas State University and Marj Patton from Klein ISD. In addition to filling the typical role of an advisory committee, many in this group also made significant individual contributions. Especially noteworthy was the work of Barbieri and Patton who conceived and developed the first draft of the materials in Section VII.

The project is also indebted to the Region VI Education Service Center and especially Sharon Auten who recognized the need for a Vocational Assessment Handbook and provided the initial impetus for the idea as well as encouragement to make it available on a statewide basis. However, the credit for supporting the project at the state level belongs to Eleanor Mikulin and Robert Patterson of the TEA, Vocational Education Programs division. We hope the Handbook itself serves to confirm their judgment.

Additional credit must go to those who initially authored materials selected for inclusion in this Handbook. In particular, materials are included which were developed by Aldine

ISD, Cypress-Fairbanks ISD, Galveston ISD, Klein ISD, La Porte ISD, and Brazos Valley Mental Health and Mental Retardation. A special acknowledgment goes to Charlotte Kimmel, an advanced doctoral student in School Psychology at Texas A&M who served as co-author/editor on the initial draft of the Handbook and who was primary author of Section VI. Also, Tamara Banning, a Research Associate on a current TEA guidance and counseling project directed by Pat McLeod at North Texas State University, has made a significant contribution by preparing initial drafts of some of the instrument descriptions which appear in Section IV.

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JTK
LHP
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VOCATIONAL ASSESSMENT HANDBOOK

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Section I

VOCATIONAL ASSESSMENT HANDBOOK: BACKGROUND AND CVERVIEW

Background

The purpose of this handbook is to provide resources for individuals engaged in the vocational assessment process under the requirements of the Carl D. Perkins Vocational Education Act (CPA) (P. L. 98-524). These requirements designate some of the funds provided to each state by the Act be set aside for handicapped (10%) and disadvantaged (22%) students. In addition, the CPA also requires that handicapped and disadvantaged students enrolled in vocational programs receive an "assessment of their interests, abilities, and special needs with respect to completing successfully the vocational education program".

What all of this means to those who work in vocational education at the secondary or post-secondary level, is that they may need to do some things they were not previously doing. Given that the CPA has been in effect for several years it is likely that most school districts and community colleges that receive federal vocational education funding have been attempting to meet the vocational assessment requirement of the Act. However, because of the sheer magnitude of the effort required, it is just as likely that the level of implementation to date is short of totally satisfactory to either those responsible for, or those receiving, this service.

There are several reasons why these new requirements may present a difficulty at the local level. First of all, including disadvantage students in the requirements represents a totally new approach to serving this group. While it has been common practice to assess all handicapped students for the purpose of establishing an Individualized Educational Plan (IEP), this was not necessary for disadvantaged students. Also, there are many more disadvantaged students than handicapped students enrolled in the public schools, both secondary and post-secondary. The inclusion of the disadvantaged in this requirement is further complicated by the distinction made in the Act between, and among, the academically and economically disadvantaged, as well as the limited English proficient (LEP) student.

A second reason this assessment requirement may be hard to implement well, is the shortage of individuals who are knowledgeable of, and skilled at, administering the many instruments that may be used with the diverse clientele included under the handicapped and disadvantaged rubic. From the magnitude of the task it is evident that many individuals would need to become involved in both the administration and the interpretation of assessments if the outcome of this enormous effort is to result in anything of worth to the individual assessed.

It is with a recognition of the needs of those charged with carrying out the vocational assessment provisions of the CPA and with an understanding of the problems inherent in the mission that this Handbook was developed.

The Handbook Creation Process

The Handbook creation process itself began in the spring of 1986 when the senior authors/editors (Kapes and Parrish) agreed to attempt to develop a document of this type for Region VI

Education Service Center as part of a planned inservice activity which was to take place the following summer. Working with a School Psychology graduate student at Texas A&M (Charlotte Kimmel), a draft Handbook was developed by the Spring of 1987. Given that TEA also proposed the development of a similar handbook for use across the state as part of regional service center workshops, the Texas A&M Vocational Special Needs Program sought and received project funding for this purpose.

The development activities as part of the funded project began in early July based on experience gained using the draft Handbook in a Region VI inservice activity. The project advisory committee met in September and provided guidance on what needed to be added to, deleted, or changed from the original draft. Some of the major additions to the initial draft include the creation of IBM compatible microcomputer software to undertake some of the technical analysis necessary when local instruments are developed or commercial instruments are modified; the description of many more commercially available instruments, and the addition of a section on interpreting and using assessment data. In adding to the instrument descriptions and creating the new section the project received support from a companion project at North Texas State University which is assessing Texas guidance and counseling practices, activities, and services. The decision on which instruments to include for description was particularly difficult since to include or exclude an instrument may be viewed as a bias on the part of the editors. For this reason, this decision was made using the combined nominations of the entire advisory committee based on their perception of current or potential use.

The content of the Handbook itself is made up of sections authored by those working on the project as well as contributions from other sources which were adapted and edited for use in the Handbook. In each case where other materials are used in their original or edited form, credit is given to the original source as a footnote to the material. Credit for other major contributions also goes to Charlotte Kimmel who was a co-author/editor of the initial draft and Tamara Banning, Marty Barbieri, and Marj Patton who contributed initial draft material for parts of Section IV and VII.

Content Overview

To assist the users of this Handbook to gain quick familiarity with what is contained inside, a brief description of each section is provide here. The Table of Contents and section tabs should also make access to particular information relatively easy.

Section II provides an overview of the entire process of assessment with handicapped individuals from a career guidance perspective. It includes a review of relevant legislation and literature as well as a global view of the three level model of assessment which was developed in Texas. The use of assessment data for educational and occupational placement is also discussed in some detail. The major purpose of this section is to provide a broad view and set a philosophical tone for the role of assessment in what needs to be a career development process.

Section III describes the procedures for implementing vocational assessment in Texas under the Carl Perkins Act (CPA). Both the federal and state requirements for vocational assessment are incorporated into this description of current Texas operating procedures. Support materials for this section are contained in Appendix A. Individuals who are already familiar with the Texas approach will not find this section as necessary as those who are relatively new practitioners of vocational assessment in Texas.

Section IV contains brief (one to two page) descriptions of currently available commercial assessment instruments, as well as a sampling of locally developed materials. This section is divided into five parts which include: four aptitude tests, ten interest inventories, five adaptive behavior measures, sixteen combined measures or work samples, and seventeen locally developed materials. The information contained here is supplemented with three tables in Appendix B that list and/or briefly describe over 130 additional instruments which could be appropriate for vocational assessment.

Section V provides a brief overview of the measurement techniques that would be necessary to develop norm, reliability, and validity data for either locally developed performance samples or the modification of commercial instruments. Contained within this section are examples of simple performance samples and rating scales to be used with them. The computer software developed to be used in conjunction with this section is provided in an envelope at the front of the Handbook while the user documentation is included in Appendix C. Sample data analysis exercises are also provided.

Section VI deals with report writing as a means to communicate the results of vocational assessment. A suggested report writing format is provided along with examples of a computer generated report and narrative reports for Level II and III assessment.

Section VII attempts to bring all of the information in the Handbook together by describing how to interpret and use the data obtained. Included here is a Student Vocational Assessment Module to be used in aggregating the data available on a student and converting it into strategies for remediation and accommodation. Many workshop activities could be planned around this module.

Section VIII contains the appendices which include much additional useful information to support several of the sections as described above. Appendix D contains an Annotated Bibliography of Resources which should be very beneficial to both experienced and novice vocational assessment practitioners.

Section II

CAREER ASSESSMENT AND GUIDANCE OF HANDICAPPED PERSONS

Handicapped people do not form a single homogeneous group. Thus, it may be helpful to clarify definitions of who they are and how various approaches to career assessment are responsive to their special needs. However, classifications are imperfect because each person is unique. Therefore, classifications must be used cautiously, and they cannot substitute for sensitivity to the uniqueness of the individuals. The benefit of classifications is that they focus on particular types of handicapping conditions and suggest adjustments that can improve the usefulness of career assessment for many individuals.

Eleven handicapping conditions are defined by Public Law 94-142, the Education for All Handicapped Children Act of 1975. According to the federal legislation, two criteria must be met . First, students must be evaluated and found to have one or more of the eleven handicapping conditions. Second, students must require special education services to overcome these impairments. Not all handicapped students need or receive special services. Obviously, assessment is an essential part of identifying handicapped students and of determining how to meet their needs. The Office of Education (1977) identified the eleven handicapping conditions as follows:

Adapted from: Kapes, J. T., & Parrish, L. H. (1983). Career guidance and assessment tools for handicapped persons. In R. C. Rodgers (Ed.), Measurement trends in career and vocational education (pp.47-61). San Francisco: Jossey-Bass.

1. Mental Retardation - significantly subaverage intellectual development and functioning coupled with adaptive behavior deficits.
2. Specific Learning Disability - a disorder that affects the ability to understand and use written or spoken language. This condition is not caused by a sensory loss, such as visual or hearing impairments.
3. Orthopedic Impairment - a physical disability caused by congenital anomaly, disease, or accident resulting in absence, modification, or loss of control of muscle function.
4. Serious Emotional Disturbance - an unexplained inability to learn, maintain relationships, or predict behavior under normal circumstances. The symptoms must be exhibited over a long period of time and to a marked degree.
5. Deafness - a severe hearing impairment.
6. Hearing Impairment - a hearing impairment that inhibits the student's performance.
7. Deafness and Blindness - the combination of the two severe impairments.
8. Visual Handicap - includes partially sighted and blind persons.
9. Speech Impairment - a communication disorder such as stuttering, articulation inaccuracy, or language/voice disorder.

10. Other Health Impairment - an inability to perform because of limited strength or alertness due to a health-related condition.

11. Multihandicappedness - the combination of two or more handicapping conditions.

Each of these eleven conditions is defined in relationship to its effect on educational performance. It is important to remember that it is possible for an individual to have an identified handicapping condition and not to require special services. If one understands this concept, then it becomes easier to accept the fact that career assessment, as well as curricula modifications, should be undertaken only to the extent necessary to enable each individual to participate fully in the educational process.

In addition to defining who the handicapped are, it is also useful to clarify the notion of career guidance and assessment. For the purpose of this handbook, we use the term assessment for what is often referred to in the literature as vocational evaluation or vocational assessment. According to Nadolsky (1981, p. 6) "vocational evaluation is a specialized type of vocational guidance service designed to assist individuals with special needs in determining their vocational potential... It is the experiential phase of vocational evaluation and its practical, realistic work-related techniques and procedures provide the core content for vocational evaluation and set it apart from traditional programs of vocational assessment and guidance".

Both the term vocational evaluation and many of its techniques were developed by those who worked with adults in the field of vocational rehabilitation. When it became apparent that the public schools needed to provide a free and appropriate education to all handicapped youth, many methods of vocational rehabilitation were adapted for that part of the appropriate education that had to do with preparation for employment (Krantz, 1979). In adopting and adapting the methods of vocational rehabilitation, public school educators chose the term vocational assessment to refer to their version of the individual evaluation process. Salvia and Ysseldyke (1978), Albright and others (1978), Sitlington (1980), and Peterson (1981) all use the term to indicate appraisal of a student's vocational potential.

The term career is used in preference to vocational as a modifier for guidance and assessment because it has greater breadth and scope and because the purpose of assessment is to appraise potential for work. Although we agree with the distinction between career and vocation proposed by Hoyt (1974), they are not greatly different for the purposes of this handbook and we use them interchangeably.

Legislation and Policies

Over the past decade,the legislation dealing with the rights of handicapped individuals has proliferated. In concert, these acts have created a significant emphasis on providing appropriate educational experiences for students who had not been served or who had been served inadequately in the past. The most important legislation for this topic is the Vocational Rehabilitation Act of 1973 (Public Law 93-112), the Education for All Handicapped Children Act of 1975 (Public Law 94-142), and its amendments, the Carl D. Perkins Vocational Education Act (Public Law 98-524), and the Office of Civil Rights (OCR) (Office of Civil Rights, 1979) Vocational Education Programs Guidelines.

One major theme is common to all. The Vocational Rehabilitation Act of 1973 prohibits discrimination against handicapped persons in regard to employment, education, program accessibility, health, welfare, or social services. The Office of Civil Rights (1979) guidelines address vocational counseling of handicapped persons as it pertains to admission criteria, recruitment, and placement into vocational programs (Kapes and Greenwood, 1979). The Education for all Handicapped Children Act of 1975 and its amendments states specific guidelines to assure basic rights for handicapped students regarding testing and evaluation procedures. In addition to providing for full evaluation of a student's educational needs before the student is placed in a special education program, P.L. 94-142 insists that tests and evaluation materials should not be racially or culturally discriminating, they should not be merely single tests of intelligence, and they should not be discriminatory because of the student's handicap. Moreover, the materials should be administered in the student's primary mode of communication, they should be validated for the purpose for which they are used, they should be administered by trained personnel and they should be evaluated by a multidisciplinary team. The Carl Perkins Act addresses vocational education and reinforces the other assurances by requiring vocational programming in each state to be consistent with the state plans required by P.L. 94-142. This regulation enhances support by ensuring that 10 percent of vocational funding is spent for services that are in excess of expenditures for the nonhandicapped student. The Act further states that each handicapped student enrolled in vocational programs shall receive:

(1) Assessment of their interests, abilities, and special needs with respect to completing successfully the vocational education program.

(2) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the equal access rights of each student.

(3) Guidance, counseling, and career development activities conducted by professionally trained counselors who are acquainted with the provision of such special services.

(4) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

All of this legislation has many implications for those involved in career guidance and assessment. It is imperative for assessment to be sensitive to a student's disability so that the handicap does not bias his or her performance. Some instruments can be used with no modification, but others may require adjustments, such as special answer sheets, longer time periods, or interpreters. Finally, some tests and inventories may not be useful at all with certain populations. For example, a student with limited mobility and manual dexterity may be unable to complete physical manipulation tasks in a work sample, and a hearing-impaired student cannot compete fairly on a test of sound discrimination or listening skills. In situations like these, assessment tools must be sensitive to the special needs of the individual student to assure that what is measured is valid, fair, and appropriate for the individual.

Career Development of the Handicapped

In most respects, career development of the handicapped is not different from career development for people in general. Clark (1980, p. 15) makes the point that "a developmental approach to establishing a rationale for career education programming for the handicapped is justified by the delayed, disordered, or uneven development in learning skills for daily living, personal-social, school, or occupational activities among handicapped children and youth". This position, with which we agree, suggests that the vocational development theories proposed by Ginzberg and others (1951) and by Super and others (1957) also apply to the handicapped. These theories need to be applied differently to the extent that the particular handicapping condition interferes with the developmental tasks to be accomplished.

Brolin and Kokaska (1979) take a traditional approach to career education by defining four stages of career development: career awareness; career exploration; career preparation; and career placement, follow-up, and continuing education. The competencies that must be attained during these stages are defined in three broad categories: daily living skills, personal social skills, and occupational guidance and preparation. In contrast, Clark (1980) focuses on four developmental areas: values, attitudes, and habits; human relationships; occupational information; and acquisition of actual job and daily living skills. From the perspective of these two approaches, it is evident that much of the school curriculum for the handicapped is devoted to work and life adjustment skills as well as to cognitive capacity and affective orientation for work. A second major theme of the literature on handicapped persons is that mastery of these skills can be expected to occur at a slower rate or to a lesser degree for some, but not all, handicapped people. It is the true function of vocational assessment of the handicapped to ascertain the rate and amount of development that has occurred, or that can occur, in the several areas described above.

A Three-Level Model of Vocational Assessment

Given the federal incentives to conduct vocational assessment, some states have taken the initiative in developing guidelines for implementing a comprehensive evaluation system. The comprehensive Texas model (Texas Education Agency, 1980, 1985) has proven effective in practice. The discussion that follows adapts many elements of its approach to vocational assessment. The Texas model, as modified by the writers, contains three levels of assessment information: Level I information includes special education data; information acquired from interviews with student, parents, and teachers; and information from review of cumulative school records. Level II information includes Level I and information from vocational aptitude tests, vocational interests and values inventories, and work adjustment competencies measures. Level III information includes Level I and Level II plus information from work samples, vocational course tryout, and job tryout.

This model allows appropriate educational placement decisions to be made at each level while providing for a more in-depth evaluation as it is required. The procedure aids in determining which students can benefit from vocational education and which occupational areas should be investigated prior to placement. As with all evaluation of handicapped students, the process should serve not to screen handicapped students out of skills training programs, but to determine appropriate vocational placement.

Level I Assessment

The special education data typically found in the files of handicapped students consist of reports on such factors as language, emotional and behavioral development, intelligence, physical development, and academic development. The review will include results of standard speech, vision and audiology tests, as well as results on such education performance tests as the Wide Range Achievement Test (WRAT). Social and developmental ratings may be available on standardized instruments such as the Vineland Social Maturity Scale, the Brigance Test of Essential Skills, and the American Association of Mental Deficiency (AAMD) Adaptive Behavior Scales. Results of tests assessing physical strength and the Purdue Pegboard or Minnesota Rate of Manipulation Test to determine dexterity are also typical of data found in this category.

Interviews with student, parents, and teachers are the second type of Level I data. From the student, helpful information can be obtained regarding career expectations and attitudes toward vocational education and work in general. Parents can corroborate this information and provide additional information about interests and work habits at home. Teachers of both academic and prevocational courses can attest to work-relevant attitudes and habits as well as to aptitude and interests.

Cumulative school records provide data that can be invaluable for determining vocational options. Such information includes I.Q. test results, attendance patterns, grades, and disciplinary actions. Intelligence tests that have both verbal and performance components, such as the Wechsler Intelligence Scale for Children - Revised (WISC-R) or the Wechsler Adult Intelligence Scale - Revised (WAIS-R), are often used in this manner. The Slosson Intelligence Test, a verbal I.Q. test that requires no reading, is often a part of the cumulative record for students who have a reading handicap.

Level II Assessment

A number of guides have been developed to help with selection of instruments for use in what we have characterized as Level II assessment. Kapes and Mastie (1988), Grisafe (1983), and Getzel and Tindall (1983) provide examples of these guides that are all very useful. Three types of information are most useful for Level II assessment: information on aptitudes and basic skills (what the person can learn or what the person has learned that is basic to future learning), information on interests and work values (what the person likes to do or values doing), and information on work adjustment competencies (attitudes and behaviors that contribute to success on the job).

Aptitudes and basic skills are ascertained to some degree in Level I assessment, but they need to be reassessed in the present because they continue to develop and because of their specific relationship to work and work training. Getzel and Tindall (1983) define five categories of skill competencies: quantitative and numerical skills, verbal skills, perceptual skills, language skills, and psychomotor skills.

Interests and work values are placed together, but they approach the individual's affective orientation to work from different perspectives. Interests are work preferences stated in terms of activities, while work values are reinforcements or needs that one hopes to satisfy from work. Measures of interest can be given as homogenous clusters (for example, outdoor, mechanical, social, artistic) or as empirical similarities between a person and a group of persons working in an occupation who are successful and satisfied (for example, auto mechanics, accountants, nurses, school teachers). Work values are generic. They are thought to be outer manifestations of inner needs (Katz, 1963) (for example, salary, recognition, prestige, achievement).

Work adjustment competencies are largely affective, but they incorporate aptitude and basic skills into self-concept as it relates to work. They are skills, and they have a cognitive component, but they are mediated through the affective self. These competencies may in fact be the difference between those who succeed on the job and those who do not. They are what employers are always telling educators (especially vocational educators) they want taught, but they are also the skills or attitudes that we know the least about teaching. Getzel and Tindall (1983) list four categories containing these competencies: job readiness competencies, work attitude competencies, work performance competencies, and work tolerance competencies.

Table 1 in Appendix B of this handbook briefly describes, and comments on instruments that can be useful in obtaining data for each of the three areas of information included in Level II assessment. Further information on many of the instruments included in Table 1 is available in Kapes and Mastie (1988).

Level III Assessment

Vocational assessment of the type described in this section is employed after Level II assessment and on an as needed basis. This is not to imply that a person needs to have a greater handicap in order to qualify for Level III assessment, but only that there needs to be a clear reason for prescribing it. Although Level III consists of three different types of measures or experiences, all three types do not need to be employed.

Of the three types of measures, work samples most nearly represent assessment of a classical measurement nature applied to a clinical behavior sample. According to the Texas Education Agency (1980, p. 12) guidelines, work samples are "tasks or activities that simulate a specific job and [that] are used to assess skills, aptitudes, and abilities similar to those required in competitive employment situations". Although a great deal of training and experience is required to administer work samples correctly, they vary considerably from specific job elements to general career cluster exploratory activities. From a psychometric point of view, most commercially available work samples are still quite crude, and in many cases, the data on norms, reliability, and validity are inadequate. Table 2 in Appendix B lists most of the commercially available work samples together with publisher information and a brief description and comments on use. Botterbusch (1980,1987) can provide more information on most of the work samples listed here.

Beyond the commercially available work samples, there is still much room for locally developed work samples. In fact, it is likely that a locally developed work sample, constructed and administered by the vocational teacher who will teach the student for whom the assessment is conducted, will be more content-valid than any work sample that can be purchased. This does not eliminate the need for obtaining measurement data, and it is recommended that those who develop their own work samples work closely with a professional educator trained in measurement techniques.

Vocational course tryout is one step removed from locally developed work samples, and it may be preferable when circumstances permit, since there is probably no better way of finding out whether a person can learn a vocational skill and whether the person is interested in learning that skill than to give the person a chance to give it a try. In this approach, exploration and assessment become almost indistinguishable. However, with the help of locally developed checklists and rating sheets and a person knowledgeable in clinical observations of persons with handicaps, this type of assessment can be quite satisfactory. Even without sophisticated methods, this approach can work well when adequate supervision is available.

Job tryout is the third approach in Level III assessment, and it is the least measurement-oriented of all the assessment approaches. However, it also holds the most promise for providing good data on questions concerning a person's capacity, interest, and work adjustment. It is closest to the ultimate criteria against which all other assessment must be validated; that is, a successful and satisfied employed worker. The most profitable approach to this type of assessment is through vocational cooperative education using legally constituted training agreements and training plans. Over the years, this approach to vocational education for all students, handicapped and otherwise, has been found to be most successful in placing students in jobs for which they have been trained. Through cooperative education the employer becomes a partner in the vocational assessment process. Moreover, evaluation data makes it possible to facilitate changes in student behavior in a formative approach that shapes the student to the needs of the job while also fulfilling the student's needs.

Using Vocational Assessment Data

The IEP Process

The development of an individualized education program (IEP) for a handicapped student is an extremely important component of the guidance and assessment process. Public Law 94-142 requires a written plan, based on assessment information, to be developed and implemented for every handicapped student. This plan (Office of Education, 1977) includes a statement of the student's present levels of educational performance, annual goals and short-term instructional objectives, a description of specific special education services to be provided, a statement regarding the extent of the student's participation in regular educational programs, the anticipated dates for initiation and duration of services, and evaluation criteria and procedures to be reviewed at least annually.

The team that develops the IEP (ARD Committee) consists of an agency representative qualified to provide or supervise special education (usually a school administrator); the student's teacher; the student's parents; the student, when appropriate; and other individuals at the discretion of the parent or the school. Often, schools require the receiving vocational teacher or vocational administrator to be present for considerations of vocational placement. This recommendation gives the IEP team information about entry-level competencies that the prospective student needs for successful integration into the program.

Educational Placement and Training

Based on the assessment information and the interaction of the interdisciplinary team, informed decisions about educational placement can be made. Students should be provided with a continuum of vocational educational options which can range from placement in regular vocational programs to institutional settings. To the maximum extent possible, handicapped students should be placed with nonhandicapped peers. However, if students require a more homogenous grouping, smaller teacher-student ratio, or significantly modified vocational goals, an appropriate placement can be made in a more restrictive setting. Careful and frequent reviews should be carried out to determine whether the best decision has been made for each student.

Vocational educators who provide skills training for handicapped students should work closely with special education personnel. Support services from special education teachers can include cooperative teaching arrangements; technical assistance, such as reading examinations or teaching vocabulary and concepts; development of behavioral management systems; and coordination of work study activities. Related services can include transportation, speech pathology, physical or occupational therapy, counseling, and medical and psychological services. The ultimate service, however, is a coordinated effort by professionals from two vital educational areas, special education and vocational education, to obtain occupational proficiency for handicapped students in a cooperative fashion.

Occupational Placement

After the handicapped student has mastered vocational skills in the instructional setting, occupational placement is the next step. Parnicky (1964) concludes that an ill-trained, well-placed mentally retarded employee can make a better work adjustment than a well-trained but ill-placed employee. Counselors and placement coordinators can improve chances of successful work adjustment by gathering employment information such as; work requirements, employee working conditions, hiring and firing procedures, and a map of the facilities. A clear understanding of the technical, adaptive, and social requirements of specific jobs will enable the student to begin work with confidence. Careful evaluation of the job requirements, the job site, and the student's work-related behaviors is needed. Employers can expect to teach new employees skills that they may lack, but students with special needs will not always respond to this expectation very quickly. Therefore, the special needs student is in a better position if he or she has the necessary skills prior to entering the job. When this is not possible, the cooperative education approach described in Level III assessment is an excellent way of making initial placements while continuing the assessment and education process.

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Section III

FEDERAL AND STATE REQUIREMENTS FOR VOCATIONAL ASSESSMENT

Introduction

The purpose of this section is to provide a brief overview of the requirements for vocational assessment based on pertinent federal and state laws and regulations. Included among the documents which contain or explain these regulations are:

1. The Carl D. Perkins Vocational Education Act of 1984.
2. The Texas Education Agency (TEA) guidelines for serving special needs students in vocational education -- dated 1985. (See Appendix A-1.)
3. A letter from William Bennett, Secretary of the U.S. Department of Education, clarifying vocational assessments responsibilities. (See Appendix A-2.)
4. Texas Senate Concurrent Resolution (SCR) 129 which requires cooperation and sharing of assessment information among the Texas Rehabilitation Commission, the Texas Education Agency, and the Texas Department of Mental Health and Mental Retardation. (See Appendix A-3.)

This section covers such information as definitions, who to assess, when to assess, who completes the assessment, and TEA Levels I, II, and III assessment provisions.

Definition

Vocational assessment is a comprehensive student-centered process conducted over a period of time involving a multidisciplinary team approach, with the purpose of identifying individual characteristics, strengths and limitations, as well as education, training, and placement needs. A comprehensive vocational assessment involves, but is not limited to, the following six major components (Texas Education Agency, 1985):

1. Basic Skills:

   Reading comprehension, spelling, grammar, functional math, measurement, and money handling.

2. Sensory and Motor Skills:

   Dexterity, coordination, strength, mobility, range of motion, visual acuity, and auditory acuity.

3. Learning Preference:

   How the student best learns (i.e., visually, auditorily, or tactually).

4. Vocational Skills and Aptitudes:

   Use of tools, materials, equipment, and general potential for work.

5. Career Awareness and Interest:

   Knowledge of jobs, expressed career goal, observed interests, employment history, etc.

6. Personal Behavior:

   Worker characteristics and habits, communication skills, job keeping skills, social and inter-personal relations.

Who to Assess

According to the Carl D. Perkins Vocational Education Act of 1984, the following students must have an assessment of their vocational interests and aptitudes prior to participating in vocational education programs:

Handicapped students are those individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special assistance.

Educationally disadvantaged students are individuals who are one or more years below grade level in achievement in three or more academic classes or have a composite score on a standardized test indicating below grade level performance. An academically disadvantaged student in vocational education will be determined at the secondary level as those students enrolled in remedial programs in mathematics, English, language arts, or reading. These students are eligible for CVAE programs.

Economically disadvantaged students are members of economically disadvantaged families whose annual income is at or below the official poverty line and/or are eligible for free or reduced-price school lunch. To be eligible for work study, each student must have a vocational assessment which is administered under the supervision of certified counselors.

Limited English Proficient (LEP) students are individuals who are members of a national minority and who do not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include (1) individuals who were not born in the U.S. or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language. A person with "limited English proficiency" can be identified as a student participating in an English as a second language (ESL) or bilingual program or scoring low on an English proficiency test.

When to Assess

In order for vocational assessment to be effective, it should begin during junior high school and continue as long as the student participates in vocational programs. The following four guidelines are recommended by the Texas Education Agency for determining when to conduct a comprehensive vocational assessment (Texas Education Agency, 1985):

1. A student entering vocational programs during the seventh or eighth grades will have a basic vocational assessment during the first year of participation in the vocational program. During such courses as prevocational, occupation orientation, occupational investigation, CVAE or VEH, special needs students will be administered vocational interest and aptitude assessment by qualified personnel.
2. A student planning to enter a vocational program in high school will have a basic vocational assessment during the year prior to entry into a vocational program.
3. For those students who participate in vocational programs at the seventh and eighth grade level but do not enroll in vocational programs until the tenth or eleventh grade in high school, an additional vocational assessment to update records may be necessary during the year prior to entry into vocational education at the high school level.
4. Further assessment should occur during participation in vocational programs as the vocational teacher observes student behaviors in the pre-employment laboratories.

Who Completes the Assessment

A comprehensive vocational assessment should be a cooperative effort among the student, parents/guardians, and a variety of professionals (including vocational, special, and regular educators). In other words, the vocational assessment process should not be limited to a vocational evaluator who conducts an in-lab assessment, collects information from outside sources, and then synthesizes the data into an assessment report (Cobb & Larkin, 1985). If the assessment involves the student, parents/ guardians, and a variety of professionals and specialists, the result can be a far richer evaluation, one which leads to better programming and realistic employment opportunities for the student. An example of professionals and specialists which could be a part of the cooperative assessment process are as follows (Sarkees & Scott, 1985):

1. Administrators (Special education/Vocational education)
2. Special education teachers
3. Vocational teacher(s)
4. Vocational/Guidance counselor
5. Vocational evaluator(s)
6. Occupational therapist
7. Vocational rehabilitation personnel
8. Clinicians (as appropriate)
9. Psychologist
10. Medical personnel
11. Social worker(s)
12. Parents/Guardians
13. Special needs learner

Basic Vocational Assessment (Level I)

A Level I assessment consists of summarizing existing information about a student's educational background, abilities, level of functioning, and other pertinent facts. This level of assessment requires the collection of data for interpretation from the following five sources:

1. Cumulative records, transcripts, and/or other permanent records.
2. Special education data found in the student's eligibility folder.
    - A. Assessment of language, physical, sociological, emotional/behavioral, and intellectual factors, including an assessment of adaptive behavior.
    - B. Assessments of the student's academic, developmental, and/or behavioral performance.
    - C. Assessments of the student's specific competencies in areas of educational needs and competencies related to vocational education where appropriate.
    - D. Specific modifications of instructional content, setting, methods, or materials required by the student to achieve and maintain satisfactory progress, including those that can be provided only through special education services and those adaptations necessary for the student's progress in regular classes.
3. Informal interview with the student by a teacher or counselor who has a good rapport with the learner to determine:
    - A. Interest in vocational education.
    - B. Social competence.
    - C. Adaptive behavior related to performance in vocational education.
4. Informal conference or interview with the student's parents/guardians (if the student is under 18) to determine:
    - A. Career expectations for the student.
    - B. Perceptions of the student's social competence or adaptive behavior as it relates to performance in vocational education.
5. Interview with former teachers to collect information related to:
    - A. Personal characteristics.
    - B. Interpersonal skills.

Basic Vocational Assessment (Level II)

Level II assessment involves the collection of data related to the student's vocational interests and aptitudes. The purpose of this assessment level is to collect and interpret additional information addressing the student's vocational interest, ability and aptitude, vocational awareness, and work-related behaviors.

There are a number of assessment instruments which can be used for this purpose and it is important that information about a special needs learner (i.e., interest, aptitude, dexterity) be gathered from a variety of sources so that appropriate planning can be implemented (Sarkees & Scott, 1985). However, according to Texas Education Agency Guidelines, if one test provides adequate information for planning purposes, then that may be the only test administered (Texas Education Agency, 1985).

TEA guidelines clearly define the two types of data that should be collected in a Level II assessment:

1. Vocational interest assessment is a measure which assesses a student's preferences for activities or topics. Responses are analyzed by comparing them with the responses of people in a particular occupation. This type of test may require the student to look at pictures or it may be in a written format.

2. Vocational aptitude assessment is a measure of a student's ability to profit from training or experience in an occupation or skill. The test may be of the paper/pencil type or it may require performance tasks. Vocational aptitude information is essential in planning an appropriate vocational placement for special needs students. Aptitude will include such things as manual dexterity, spatial ability, eye-hand coordination, physical strength, perceptual abilities, and physical attributes.

Additional Vocational Assessment (Level III)

A Level III comprehensive vocational assessment is conducted when school personnel cannot identify long-range goals or place a student in a vocational program based on the information gathered from Level I and Level II evaluations. Additional data may be needed including observation of a student's use of work samples, and/or their performance in vocational classroom exploratory experiences (Texas Education Agency, 1985).

1. Observation of exploratory experiences may take place in a classroom, on campus, or at a community training site. A process for observation of exploratory experiences and evaluation of the student's work behaviors should be designed. Several types of settings may be used:
    - A. Special Education Vocational Readiness Training which incorporates a simulated exploratory setting as an integral part of the instruction curriculum.
    - B. On-Campus Exploratory Experiences which provides students job experience on a trial basis in a school setting.
    - C. Vocational Education Classes at the junior high school level including Exploratory Industrial Arts and Occupational Investigation may be used for observation and evaluation of student work habits, behaviors, and skills.
    - D. Vocational Education Facilities at the high school level may be used for observation and evaluation.
2. Work samples simulate an occupational task, business operation, or a component of an occupational area. By using this method, the evaluator can test for particular capabilities while the student directly experiences some aspects of an occupation. Work sample systems may be purchased or locally developed to match the needs of individual schools. Locally developed work samples require time to develop, lack standardized administration and scoring techniques, and lack validity data. However, if developed correctly, they are valuable because they can directly relate to employment opportunities in the community and local area.

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Section IV

AVAILABLE ASSESSMENT INSTRUMENTS

Introduction

The primary purpose of this section is to provide brief descriptions of commercially available instruments likely to be useful with handicapped or disadvantaged populations. While many of the instruments used with handicapped individuals are designed specifically for that purpose, this is not always the case. Also, there are even fewer instruments designed for use with disadvantaged individuals. For this reason, many instruments are included here that are not specifically intended for any particular handicap or for disadvantaged individuals. The commercial instruments described were selected by a panel of judges familiar with the instruments and the needs for assessment under federal and state regulations. Instruments targeted for the college bound were specifically excluded.

The 35 commercial instruments are grouped into four categories as follows: Multiple Aptitude Tests (4), Interest Surveys and Inventories (10), Adaptive Behavior Measures (5), and Combined Instruments and Work Samples (16). The last category contains combined measures of aptitude and interest, as well as the traditional work samples which may assess one or more of the traits of aptitude, interest, or adaptive behavior. A more complete listing of commercial instruments that might be useful for vocational assessment is contained in Appendix B.

In addition to commercially published instruments it is often useful and appropriate to develop local assessment instruments and materials for vocational assessment. For this reason, a selection of 17 locally developed instruments is provided here as a fifth category. These materials include parent, student, and teacher interview forms, interest or preference surveys, and work adjustment checklists. The materials included were obtained from local school districts in the Houston Area or from Brazos Valley MHMR and the source is clearly marked on each one. They may be copied as is or modified for local use, but credit should be given to the source.

By selecting instruments to describe or include in this section no recommendation for use is implied or intended. Decisions as to appropriateness of use for any instrument must be made at the local level. Many resources are available to help local users make these decisions and some of the most prominent are included in the annotated bibliography in Appendix D.

The outline used to describe the commercial instruments is included on the following page. The reader may want to add to the instruments described here using the outline as a guide to the important information that should be included.

Instrument Review Outline

TITLE	Full name of the test and its acronym or commonly used name.
PUBLISHER	Name and address of the publisher where the test may be purchased.
POPULATION	Target populations for which the test is designed to be used.
PURPOSE AND DESCRIPTION	Description of the information the instrument can provide including specific aptitudes or traits that are measured.
ADMINISTRATION AND SCORING	Information about whether the test is individual, group, or self-administered. Administration and scoring time, as well as type of scoring required: machine, hand scored, stencils.
SCALES/SCORES	Types of scores that are reported, such as standard scores and percentiles. Use of profiles is noted.
NORMS	A brief description of the norm population, including age, sex, and groups.
RELIABILITY AND VALIDITY	Types of reliability data that are available and reliability coefficients. Results of validity research that have been conducted.
COMMENTS	Specific strengths and limitations of the instrument. Particular value of the test for handicapped or disadvantaged populations.
COST	Cost information for specimen sets, the instrument and manuals, as well as counselee materials.

MULTIPLE APTITUDE TESTS

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TITLE	Armed Services Vocational Aptitude Battery (ASVAB)
PUBLISHER	Department of Defense Headquarters, U.S. Military Entrance Processing Command 2500 Green Bay Road North Chicago, IL 60064-3094
POPULATION	Youth ages 16 and up.
PURPOSE AND DESCRIPTION	Used (by the military services) to identify eligible graduates for possible recruitment, ASVAB evaluates high school students' vocational aptitudes. The factors measured indicate abilities in the following areas: verbal, math academic, mechanical and crafts, business and clerical, electronics and electrical, and health, social, and technologies. Information gathered can be used by high school counselors as a tool for career counseling.
ADMINISTRATION AND SCORING	A military service recruiter will assist each school in administering the ASVAB and the U.S. Military Entrance Processing Command provides the examiner. ASVAB is suitable only for group use. The total administration time is 180 minutes. Individual test results are delivered to school counselors and copies of the scores are given to the recruiting services.
SCALES/SCORES	Nationally representative percentile scores for each composite are provided to students and counselors, by grade level, sex, and opposite sex. In addition, standard scores for each subtest (based on youth samples) are provided to counselors.
NORMS	Norms are available for 11th graders, 12th graders, 2-year college students, and a composite group.
RELIABILITY AND VALIDITY	Internal consistency reliabilities range from .81 to .92 for various subtests. Alternate-forms reliability coefficients for the seven ASVAB composites range between .90 and .95. Internal consistency reliabilities are approximately the same. Validity coefficients on the whole are high, averaging .50 to .60, or near the upper range of validity coefficients for most selection tests used in the civilian sector.

COMMENTS	The ASVAB requires a reading level of 6th to 8th grade. A major concern of most users is the lengthy test administration and its connection to military recruiting. The ASVAB is not appropriate for most handicapped students, but is very appropriate for disadvantaged students.
COST	No charge to schools for administration, materials, and scoring.

TITLE	Career Ability Placement Survey (CAPS)
PUBLISHER	Educational and Industrial Testing Service P.O. Box 7234 San Diego, CA 92107
POPULATION	Students grades 7 through 12 and adults.
PURPOSE AND DESCRIPTION	A multiple aptitude test battery which assesses potential for success in specific occupations. CAPS is divided into eight tests which include: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.
ADMINISTRATION AND SCORING	CAPS may be administered in a group or individually in approximately 45 minutes to one hour. Each of the eight tests is printed on a separate form with instructions written on one side and test items on the reverse side. CAPS can be hand scored, or machine scored locally or through the publisher.
SCALES/SCORES	Scores are presented in two ways: an ability profile based on norms for each of the eight tests and the career profile keyed to occupational clusters in the COPS Interest Inventory. Individuals can then use the COPS System Career Briefs and Career Cluster Booklets, which link results to the Dictionary of Occupational Titles (DOT) and Occupational Outlook Handbook (OOH).
NORMS	The norms are based on a National sample of about 7,000 students in grades 8 through 12 and 1,700 community college students.
RELIABILITY AND VALIDITY	Split half reliability estimates range from .76 to .95 and test/retest reliability coefficients range from .70 to .95. The validity coefficients ranged from the upper .40's to the .80's for achievement test comparisons.

COMMENTS	The CAPS may be a good alternative to the longer aptitude tests for average or below average individuals with about an eighth grade reading level. Its use as a screening battery is suggested.
COST	Specimen set (one copy of each test, manual): $6.50.

TITLE	Differential Aptitude Test (DAT)
PUBLISHER	The Psychological Corporation Harcourt Brace Jovanovich, Inc. 555 Academic Court San Antonio, TX 78204
POPULATION	Grades 8 through 12.
PURPOSE AND DESCRIPTION	An integrated battery of aptitude tests designed for educational and vocational guidance in junior and senior high schools. Items are in a multiple choice format except for the spelling subtest. There are 2 forms available: Forms V and W. The battery consists of 8 subtests: 1. Verbal Reasoning 2. Numerical Ability 3. Abstract Reasoning 4. Clerical Speed and Accuracy 5. Mechanical Reasoning 6. Space Relations 7. Spelling 8. Language Usage
ADMINISTRATION AND SCORING	The DAT is a group administered paper and pencil test requiring approximately four hours. Administration and scoring may be completed by teachers who have been prepared for this task. Testing may be divided into sessions. It can be hand or machine scored. Hand scoring requires stencils and takes about 20 minutes.
SCALES/SCORES	Raw scores are converted to national percentile ranks and stanines for males and females separately. Scores are given for each subtest and the composite of verbal reasoning and numerical ability.
NORMS	Separate grade and sex norms are provided. Sampling was based on 64 school districts in 32 states. Norms tables are presented by grade and sex for fall and spring administrations.
RELIABILITY AND VALIDITY	Split-half and test-retest reliability coefficients average in the low .90 range. The DAT has been successfully validated against a variety of secondary school grades, as well as achievement, and aptitude tests.

COMMENTS

The DAT is an excellently constructed test battery and is useful in planning education and training. While it provides a sound basis for predicting academic performance, there is a lack of validation data using job or occupational training as the criteria.

Limitations include the test length and need for 6th grade reading skills.

The DAT is also available with a Career Planning Questionnaire. In addition, a computer adaptive version has recently been developed.

COST

- Specimen set:
  - $12.00 for paper and pencil version.
  - $30.00 for computer adaptive version.
- Counselee materials:
  - Test booklet (package of 35 reusable) $85.00.
  - MRC and NCS machine-scorable answer documents with the Career Planning Program (package of 100) $83.00.
  - Hand scoring keys $10.00.
  - Handbook $10.00.
  - Counselor's manual $10.00.
  - Computer adaptive testing start-up package (for Apple) $95.00.

TITLE

USES - General Aptitude Test Battery (GATB)

PUBLISHER

U.S. Employment Service
Employment and Training Administration
200 Constitution Ave.
N.W. Washington, D.C. 20210

POPULATION

Grade 9 through adult.

PURPOSE AND DESCRIPTION

The GATB is used to measure vocational aptitudes of literate individuals in order to determine qualifications for the wide range of occupations for vocational guidance and selection. It is a 434-item paper-pencil test consisting of 284 multiple-choice questions, 150 dichotomous choice questions, and two dexterity form boards. Twelve subtests measure nine vocational aptitudes:

1. (G) General Learning Ability
2. (V) Verbal
3. (N) Numerical
4. (S) Spatial
5. (P) Form Perception
6. (Q) Clerical Perception
7. (K) Motor Coordination
8. (F) Finger Dexterity
9. (M) Manual Dexterity

ADMINISTRATION AND SCORING

A trained examiner is required to administer this timed paper-pencil and performance battery which is suitable primarily for group use. The total administration time is approximately 2 1/2 hours. When administered in the United States, the GATB must be authorized by State Employment Service Agency. After administration, the test may be hand scored or machine scored.

SCALES/SCORES

Raw scores are converted to aptitude scores by use of conversion tables. Each aptitude score has a mean of 100 and a standard deviation of 20. The counselor compares scores to Occupational Aptitude Patterns (OAPs) which are three aptitudes for clusters of similar occupations. Furthermore, these patterns relate to specific occupations in the Dictionary of Occupational Titles (DOT). A letter grade of "H" (high), "M" (median), or "L" (low) is specified for each OAP.

NORMS	The norms are based on employed workers in more than 460 occupations. Form A of the GATB was normed on a representative sample of 4,000. Form B, which is used in the schools, is a parallel form that is matched to Form A through a conversion table.
RELIABILITY AND VALIDITY	Extensive test-retest reliability data are presented with coefficients ranging from the mid- .70s to .90. Validity studies are presented on over 400 occupations. Cutoff scores were established for OAPs. Tables of validity studies typically show modest, but significant, relationships between GATB predictors and actual occupational outcomes.
COMMENTS	Because the GATB tests are timed, scores are likely to be depressed for older adults or those with little testing experience.
COST	Form B: Book 1 (Parts 1-4) $3.50. Book 2 (Parts 5-7) $2.25 each. Part 8 (not reusable): $6.50 per pad of 100. Pegboards & Pegs: (Parts 9-10) Plastic $26.50 each. Wooden $19.50 each. Finger Dexterity Board: (Parts 11-12) $15.50 each.

INTEREST SURVEYS AND INVENTORIES

TITLE	Career Occupational Preference System (COPS)
PUBLISHER	EDITS P.O. Box 7534 San Diego, CA 92107
POPULATION	Targeted at junior and senior high school students as well as college and adult populations. May be used with upper range of EMR and LD students as well as other handicapped persons with average mental capacity.
PURPOSE AND DESCRIPTION	The COPS is designed to assist individuals in career decision making. It yields 14 job activity interest scores based on clusters of meaningfully related occupations at both the professional and skilled levels. The 14 scales include: business, science, technology, service and arts (both professional and skilled) and outdoor, clerical, communication, and consumer economics (one level only). The entire system is keyed to the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH) and can be used with Career Briefs and other sources of occupational information.
ADMINISTRATION AND SCORING	The COPS interest inventory contains 168 items in a test booklet which also provides for the answer on an attached sheet. There are four choices for each item from Like to Dislike. Actual test time is estimated at 20 to 30 minutes with scoring taking an additional 15 to 25 minutes. Each item score can range from 0 to 3 points and each scale has 12 items yielding a total possible raw score ranging from 0 to 36. Hand scoring consists of counting the responses for each item in a scale and summing up the total. Reusable booklets and machine scoring are also available.
SCALES/SCORES	Raw scores are translated to percentiles on a separate scoring sheet which converts the 14 scales to a profile by connecting the point represented by each score.
NORMS	Separate norms are provided for males and females on each profile sheet. There are three different profile sheets available for junior high, high school, and college. There are no separate norms for any handicapped group.

RELIABILITY AND VALIDITY

Reliabilities reported for the COPS are of the test-retest type and are generally adequate and of the same magnitude as reliabilities for other prominent interest inventories. Validity information is lacking. There is little evidence in the technical manual of studies that show the relationship between scores on the COPS and entry or success in various occupations. Particularly lacking are studies that demonstrate validity for use of the COPS with handicapped students.

COMMENTS

Although the COPS is often cited as an interest inventory which is used successfully with handicapped individuals, there are some cautions that need to be mentioned. The reading level is somewhat high for some seventh and eighth graders and therefore probably too high for handicapped individuals with limited mental ability. Also, the fairly general nature of the scales and lack of validity information make the COPS less useful for making decisions about specific occupational placements.

On the positive side, the COPS is relatively inexpensive and is well connected to sources of occupational information.

COST

Specimen set: $6.25.
Counselee materials:
  Self-scoring booklets and profile sheet per student: 25/$.64; 100/$.62; 500/$.59.
  Machine scoring booklet non-reusable and scoring: 25/$1.36; 100/$1.32; 500/$1.30.

TITLE	Harrington O'Shea Career Decision-Making System (CDM)
PUBLISHER	American Guidance Service Publisher's Building Circle Pines, MN 55014-1796
POPULATION	Grade 7 through adult.
PURPOSE AND DESCRIPTION	The CDM system is a vocational interest inventory that assesses preferences and plans in five related areas: occupational preferences, school subject preferences, future education plans, job values, and abilities. It provides individuals with information to help in choosing a career and selecting a course of study or a job.
ADMINISTRATION AND SCORING	The CDM system is a self-administered 120-item questionnaire. The counselee answers with one of three responses: "like", "undecided", or "dislike". The CDM system is untimed and takes approximately 30-40 minutes to complete. Answers may be self-scored using an Interpretive Folder that shows the counselee how to compare career clusters to the survey results. On the other hand, machine-scored editions can produce a Profile Report or a Narrative Report. The Profile Report is similar to the Interpretive Folder which is used in the self-scored edition. The Narrative Report is more detailed and is utilized by the counselee and counselor to discuss appropriate careers. The machine scoring is completed through the publisher and takes about one week plus mail time. The CDM system is suitable for individual or group use. The CDM system is also available for computer administrations on Apple and Radio Shack systems.
SCALES/SCORES	The responses contribute to one of six interest scales: Crafts, Science, Arts, Social, Business, and Clerical. The raw scores on the highest two interest scales are used to identify three or four career clusters for exploration. A Career Clusters Chart shows typical jobs in each cluster, as well as related school subjects and abilities. Occupational outlook and training requirements are also provided. Each job within a cluster is keyed to the Dictionary of Occupational Titles.

NORMS	Norms are based on students in grades 7 through 12 from randomly selected school districts.
RELIABILITY AND VALIDITY	Internal consistency reliability coefficients range from .84 to .90 for the 6 interest scales. Test-retest reliability (30 day) correlations range from .75 to .94. The CDM system scores correlate highly with the Vocational Preference Inventory (VPI) and the Self Directed Search (SDS). No predictive validity evidence is presented in the technical manual.
COMMENTS	The CDM system has consistently updated its occupational information. An audio tape is available for use with slow learners, which makes this test appropriate for some special populations.
COST	Specimen set: $3.00. Other materials: CDM self-scored package of 25: 1-4 each at $32.25. 5-19 at $29.00. 20+ at $27.50. CDM Machine-scored Profile Report (for 25 students): 1-4 at $66.00. 5-19 at $59.50. 20+ at $57.50. Micro CDM (50 administrators): $165.00 (can reorder diskettes at $49.00 for 25 administrations).

TITLE	Interest, Determination, Exploration and Assessment System (IDEAS)
PUBLISHER	NCS Professional Assessment Services P.O. Box 1416 Minneapolis, MN 55440
POPULATION	Grades 6 through 12.
PURPOSE AND DESCRIPTION	IDEAS is an interest inventory that serves as an introduction to career planning. It measures career-related interests of junior high and early high-school students. Career interests which are assessed include: mechanical/fixing, electronics, nature/outdoors, science/numbers, writing, arts/crafts, social service, child care, medical service, business, sales, office practices, and food service. The inventory booklet includes DOT/OOH references and suggested school courses.
ADMINISTRATION AND SCORING	Requiring a sixth-grade reading level, IDEAS is self-administered and suitable for group use. This paper-pencil test consists of 112 items on a five point scale: "Like very much" to "Dislike very much". Also, it can be hand scored and interpreted by the student or counselee. The entire test administration and scoring requires approximately 30 to 40 minutes.
SCALES/SCORES	Both raw and standard scores are provided on the 14 basic interest scales. The scores are recorded on a profile sheet that help students identify and explore occupational areas of interest in the DOT and OOH.
NORMS	Combined sex norms based on grades 6-8 and 9-12 samples are provided. Demographic information on the samples used is limited to sex and grade.
RELIABILITY AND VALIDITY	Test-retest correlation coefficients range in the high .80s and .90s. The correlations between the IDEAS scales and similar scales on the CAI were quite high (r = .91 or above for all scales). Correlations with the Strong-Campbell and the Minnesota Vocational Interest Inventory were in the .80s.

COMMENTS	IDEAS is an interest inventory which is easy to administer, score, and interpret. It is a shorter version of the Career Assessment Inventory (CAI) by the same author. Both the CAI and IDEAS emphasize semi-skilled, skilled, and technical occupations that do not require a four year college degree.
COST	Specimen set including manual: $4.75. IDEAS booklets (pkg. of 25): $23.00.

TITLE	Ohio Vocational Interest Survey: Second Edition (OVIS II)
PUBLISHER	The Psychological Corporation Harcourt Brace Jovanovich, Inc. 555 Academic Court San Antonio, TX 78204-0952
POPULATION	Grades 7 through adult.
PURPOSE AND DESCRIPTION	OVIS II assesses students interests in 23 occupational clusters in order to assist students with occupational and vocational decisions. The 23 clusters are: Manual Work, Basic Services, Machine Operation, Quality Control, Clerical, Health Services, Crafts and Precise Operations, Skilled Personal Services, Sports and Recreation, Customer Services, Regulations Enforcement, Communications, Numerical, Visual Arts, Agriculture and Life Sciences, Engineering and Physical Sciences, Music, Performing Arts, Marketing, Legal Services, Management, Education and Social Work, and Medical Services.
ADMINISTRATION AND SCORING	An examiner is required to administer this paper-pencil inventory. Although untimed, it takes approximately 45 minutes to complete the OVIS. Responses can be hand or machine scored through the publisher with approximately a 3 week turn-around. Also, machine scoring can be done locally using an NCS scanner. An OVIS II microcomputer version is also available. The hand and machine scored versions are suitable for groups, but the microcomputer version must be administered on an individual basis.
SCALES/SCORES	Items are job activities to which the student responds on a 5-point scale ranging from "like very much" to "dislike very much". Used in conjunction with the Dictionary of Occupational Titles (DOT), OVIS II classifies occupations according to three elements; data, people, and things. Types of scores reported are percentile ranks and scale clarity indexes. Other materials include a Career Planner Workbook, Handbook for Exploring Careers, and filmstrips to aid counselors in administering and interpreting the test.

NORMS	Norms for the OVIS II are based on a large norming population composed of students enrolled in grades 8 through 12 in 10 geographical regions of the country. The sample was subdivided by sex for different age groups.
RELIABILITY AND VALIDITY	Available reliability estimates of internal consistency range from .88 to .90. Median test/retest (1 month) correlations range from .76 to .82. Scale intercorrelations are provided by sex and grade to support the construct validity of OVIS II. The manual provides a brief discussion of content validity that is based on how well OVIS II relates to the world of work. Predictive validity date are not available.
COMMENTS	OVIS II provides for relating interest scores to occupational information and the DOT. Furthermore, supplementary materials can be adapted for use with special populations.
COST	Specimen set: $7.50. Counselee materials: Test Booklet (pkg. of 35 reusable) $37.00. Hand-scorable answer documents (pkg. of 35) $32.00. MRC or NCS machine-scorable answer documents (pkg. of 35) $20.00. Manual for interpreting $15.00. Microcomputer Version: Complete package for 35 $198.00. Replacement package for 35 $95.00.

TITLE

The Pictorial Inventory of Careers (PIC)

PUBLISHER

Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, FL 32247-5087

POPULATION

Emotionally, physically and academically handicapped populations.

PURPOSE AND DESCRIPTION

The Pictorial Inventory of Careers (PIC) is an audio-visual instrument designed to measure vocational interest and identify areas for potential occupational exploration and training. A series of 119 slides, depicting vocational-technical careers, are presented in 17 job clusters:

1. Agriculture/Environmental
2. Business - Data Processing
3. Business - Retailing/Sales
4. Business - Secretarial
5. Communication - Art/Graphics
6. Criminal Justice
7. Electrical/Electronics
8. Engineering Technology
9. Food Services
10. Health Services
11. Science and Laboratory
12. Service - Barbering/Cosmetology
13. Service - Fire Science
14. Service - Personal
15. Trade and Industry/Construction
16. Trade and Inventory/Mechanical
17. Trade and Industry/Metal Trades

ADMINISTRATION AND SCORING

The PIC is easy to set up and administer and requires approximately 30 minutes. It can be used individually or with a group and can be self-administered and scored. No training is needed. There are two program levels in the PIC. Program 1 consists of all 119 slides and an additional section in which examinees are presented with 11 definitions of work environments to which they express their preferences ranging from "strongly dislike" to "strongly like". Program 2 consists only of the 119 slides and examinees respond by simply indicating "yes," "?" or "no" as to their degree of interest.

SCALES/ SCORES

The PIC (Program 1) provides three types of results: 1) preference scores, 2) percentile ranks, and 3) stated interest preference. The preference scores are based on raw scores and represented as positive (+) (scores 26-35), negative (-) (scores 16 or below), or neutral (0) (scores 17 to 25).

NORMS

No information is provided in the manual concerning the norms on which the percentile ranks are based. The sample was a random group of 200 men and women enrolled in orientation courses for new students at a California Community College. The group was reportedly "ethnically and socio-economically heterogeneous and ranged in age from 17 to 55."

RELIABILITY AND VALIDITY

Reliability was determined by the test-retest method. The PIC was readministered three weeks later to a sample (23 males and 23 females) of the original 200 community college students. Correlations ranged from .61 (Food Services) to .93 (T&I Construction). The manual claims these correlations are similar to those obtained in the 30 day test-retest reliability of the SCII, and level of correlations are "adequate". No validity data are provided.

COMMENTS

Although the inventory is considered non-reading, it does not focus on occupations that require no reading. In addition, some of the depicted scenes are somewhat vague, and a person might express an interest in the perceived occupation rather than the actual one. A computer program is available with the PIC that creates a printout useful for counseling examinees. The printout is very impressive visually, but the graphic profile of percentile ranks uses letters as symbols that are not explained in the manual. The directions for the program's use are clearly explained in the manual; however, the manual does not state how much memory is required to run the program. If, for example, an Apple computer with 64K is used, the program will stop in the middle because of insufficient space.

COST

Specimen set: No cost, preview for 10 days.
Counselee Materials (total package):
$495 to $795 depending on the format (filmstrip or video).

TITLE

Reading Free Vocational Interest Inventory (R-FVII)

PUBLISHER

American Association on Mental Deficiency
5101 Wisconsin Avenue, Suite 405
Washington, DC 20016

POPULATION

Persons who are mentally retarded (MR) and/or learning disabled (LD) from ages 13 through adult.

PURPOSE AND DESCRIPTION

The R-FVII is a nonreading vocational preference test consisting of 55 pictorial triads illustrating occupational activities. The inventory provides scores in 11 interest areas for males and females including:

1. Automotive
2. Building Trades
3. Clerical
4. Animal Care
5. Food Service
6. Patient Care
7. Horticulture
8. Housekeeping
9. Personal Service
10. Laundry Service
11. Materials Handling

ADMINISTRATION AND SCORING

The R-FVII can be administered individually or in groups and generally requires 20 to 45 minutes to complete. Scoring involves transcribing client responses onto a score sheet which is time consuming and somewhat tedious.

SCALES/SCORES

Raw scores in each interest area are converted into T-scores, percentiles, and stanines. Raw scores and transformed scores can be placed on a profile sheet that allows for the plotting of percentiles into a graph. Interest areas are designated as high and low.

NORMS

Norms were developed during the 1980-81 school year in a nationwide administration. Norm tables for the following groups are provided in the manual:

1. Public school EMR, males, ages 13 to 15-11 (N = 1080)
2. Public school EMR, males, ages 16 to 22 (N = 1052)
3. Public school LD males, ages 13 to 15-11 (N=1015)

4. Public school LD, males, ages 16 to 19-11 (N = 1019)
5. Adult sheltered workshop, males, no age given (N = 1121)
6. Public school EMR, females, ages 13 to 15-11 (N = 1098)
7. Public school EMR, females, ages 16 to 21-11 (N = 1065)
8. Public school LD, females ages 13 to 15-11 (N=994)
9. Public school LD, females ages 16 to 19-9 (N = 973)
10. Adult sheltered workshop, females, no ages given (N = 1106)

RELIABILITY AND VALIDITY

Test-retest reliabilities range from the high .70's to the .90's. Internal consistency reliabilities range from .61 to .94 with a median of .82. Content validity was incorporated into the test after a complete search of all jobs appropriate to MR and LD individuals was made. Concurrent validity was obtained by administering the R-FVII and the Geist Picture Inventory to subjects. Correlations ranged from .10 to .79. Occupational validity is based on a study of MR males and females in occupational groups comparable to the 11 scales. Occupation groups scored higher on their own scales than on the other 10 scales.

COMMENTS

The R-FVII is valuable in helping determine vocational interests of LD and MR individuals. Validity information represents a weakness and further research needs to be completed in this area.

COST

Specimen set (10 test booklets and 1 manual): $19.85.
Counselee Materials:
  Manual $8.30.
  Occupational Title Lists $11.90.

TITLE	Self Directed Search (SDS)
PUBLISHER	Psychological Assessment Resources, Inc. P.O. Box 998 Odessa, FL 33556
POPULATION	Grades 7 through 12, college, and adults.
PURPOSE AND DESCRIPTION	The SDS is a self-administered, self scored, and self-interpreted vocational counseling instrument that provides an occupational code which can be used to explore appropriate career choices. The SDS has 6 scales: realistic (R), investigative (I), artistic (A), social (S), enterprising (E), and conventional (C). It consists of 2 booklets: the Occupational Finder and the Self-assessment Inventory which has five parts: 1. Occupational Daydreams - the student lists jobs which have been thought about. 2. Activities - describes activities in the six RIASEC categories. 3. Competencies - various skills are self-evaluated by the test taker. 4. Occupations - occupational titles are ranked as liked or disliked. 5. Self Estimates - 12 abilities are ranked on seven-point scales.
ADMINISTRATION AND SCORING	The SDS is self-administered and self-scored and requires about 40 to 50 minutes to complete including scoring time. Instructions are provided in the booklets.
SCALES/SCORES	A summary code is calculated by adding codes for each letter from the five sections. The three letters with the highest scores make up the summary code. Occupations related to the summary code are located in the Occupation Finder. Jobs related to similar summary codes are also investigated.
NORMS	Normative studies were completed in the 1970's on 4675 high school students and 3355 college students. Comparisons to employed adults are based on 1970 census data.

RELIABILITY AND VALIDITY	Internal consistency correlations range from .67 to .94 for samples of 2000-6000 college freshmen. Kappa reliability, based on agreement between machine and student scored results, was .81 and .82 for males and females respectively. There is considerable adequate research on construct validity, but few predictive validity studies.
COMMENTS	The SDS is somewhat time-consuming, but does help clients begin focusing on career choices. Mentally handicapped clients will probably require assistance in completing the test. A fourth grade reading level is required.
COST	Specimen set: $3.75. Manual: $10.00. Counselee materials: Assessment Booklet $ .84. Occupations Finder (reusable) $ .78. You and Your Career $ .24. Spanish and Vietnamese Edition (Assessment Booklet and Occupation Finder) $1.80.

TITLE	United States Employment Service Interest Inventory (USES II)
PUBLISHER	USES, Employment and Training Administration 200 Constitution Ave. N.W. Washington, DC 20210
POPULATION	Grade 9 through adult.
PURPOSE AND DESCRIPTION	The Interest Inventory is used to relate occupational interest to the Guide for Occupational Exploration's Interest Areas. Identification of the two or three highest interest areas for a counselee provides a basis for focusing occupational exploration. Also, the Interest Inventory was designed to be given with the General Aptitude Test Battery to provide information on both aptitude and interest. The 12 interest areas measured are: artistic, scientific, plants and animals, protective, mechanical, industrial, business retail, selling accommodating, humanitarian, leading-influencing, and physical performance.
ADMINISTRATION AND SCORING	An examiner is required to administer this untimed, paper-pencil test. It takes approximately 20 minutes to complete the 162-items. The Interest Inventory is suitable for group or individual use. The inventory may be scored with a hand key or by computer service.
SCALES/SCORES	Score reports list raw scores, standard scores, and percentile ranking for each of the 12 interest areas. If the Interest Inventory is administered in conjunction with the GATB, score reports give the individual aptitude profile, the interest profile, and Occupational Aptitude Patterns that correspond to each of the 12 Interest Areas.
NORMS	Norms are based on 6,530 high school seniors, trade school or college students, out-of-school job applicants, employed workers, or adults in occupational training programs. Minorities and equal numbers of males and females from both urban and rural areas are included.

RELIABILITY AND VALIDITY	Hoyt reliability coefficients range from .84 to .92 for the 12 scales. Scale intercorrelations are typically in the .30s and .40s. Correlations between the 12 interest scales and other measures or occupational criteria are not currently available. Content validity appears well established.
COMMENTS	The USES Interest Inventory is only available to State Employment Security agencies and organizations which have obtained approval from these state agencies. Public schools and community colleges may receive approval for use through their local Employment Commission. The USES II was designed to be sex fair based on the NIE guidelines. Also, some research with adult handicapped persons has shown the 12 interest categories to be usable with this group.
COST	USES II: $11.00 per 100. Manual: $4.50 (reusable).

TITLE	Vocational Interest, Experience, and Skill Assessment (VIESA)
PUBLISHER	American College Testing Program (ACT) Career Services Area P.O. Box 168 Iowa City, IA 52243
POPULATION	Grades 8 through adult.
PURPOSE AND DESCRIPTION	Used in career counseling to summarize high school students' and adults' career interests, experiences and skills. The three sections of VIESA are: Vocational Interests (UNIACT) which results in occupational preference scores; Work Related Experiences which generates 60 scores translated into high activity areas, and Skills Assessment that contains 16 skill areas from which the "best" area is selected. All results are translated to the data, ideas, people, and things dimensions of the World-of-Work map.
ADMINISTRATION AND SCORING	The total administration time for this untimed test is 45 minutes. VIESA may be self scored by the counselee.
SCALES/SCORES	When the scales are completed, relationships are drawn from the profile (on the World-of-Work map) to a large number of specific jobs in the job family charts. Specific steps are given to the counselee to continue career exploration.
NORMS	Normative groups for VIESA scores are based on nationally representative samples consisting of approximately 15,000 8th, 10th, and 12th graders in 115 schools.
RELIABILITY AND VALIDITY	The UNIACT interest inventory has fairly good psychometric characteristics. Stability coefficients for the Data-Ideas and People-Things scales are reported to be .87 and .82 respectively. Internal consistency reliability for the Work Related Experience scales was somewhat lower (.68 to .87). Little validity data are available on the VIESA except for that reported on the UNIACT interest inventory.

COMMENTS	The manual provides extensive information regarding administration and interpretation. Anyone preparing to use VIESA should be familiar with the "User's Handbook". The VIESA is primarily intended for persons in the early stages of educational or vocational planning.
COST	Specimen set (including User's Handbook): $5.00 per level. Counselee materials: $23.75 per level for package of 25 Career Guidebooks and Job Family Charts.

TITLE	Wide Range Interest Opinion Test (WRIOT)
PUBLISHER	Jastak Associates, Inc. 1526 Gilpin Ave. Wilmington, DE 19806
POPULATION	Individuals who are mentally retarded or handicapped. Grade 8 through adult.
PURPOSE AND DESCRIPTION	Designed to determine interests and attitudes of individuals regardless of age, sex, mental ability, cultural background, or educational level. The items represent jobs which range from the unskilled to the professional level. The test consists of 150 sets of three pictures which are bound in a test booklet. The test taker indicates the most and least liked pictures on a separate answer sheet. Scores are obtained in seven opinion clusters: sedentariness, risk, ambulation, chosen skill level, activity by sex, agreement, interest spread; and 15 cluster areas: 1. Art 2. Literature 3. Music 4. Drama 5. Sales 6. Management 7. Office Work 8. Personal Service 9. Protective Service 10. Social Service 11. Social Science 12. Biological Science 13. Physical Science 14. Numbers 15. Mechanics
ADMINISTRATION AND SCORING	This test can be administered individually or in groups in 40 to 60 minutes. Protocols can be handscored in about 20 minutes using stencils or machine scored.
SCALES/SCORES	The results are converted to T-scores and plotted on a profile consisting of interest areas and attitudes about working conditions. Job titles which are associated with high scores on the scale can be listed.

NORMS

Norms were revised in 1979 and are available by sex for the following age groups:

1. 5-7
2. 8-11
3. 12-15
4. 16-18
5. 20-24
6. 25-34
7. 35+

RELIABILITY AND VALIDITY

Split half reliabilities are in the low 90's for most scales. Validity is based on correlations with the Geist Picture Interest Inventory and range from -.01 to .55.

COMMENTS

The WRIOT is useful in determining work interests of mentally retarded individuals and other handicapped populations due to its picture format. However, normative information is lacking as well as reliability and validity data. Interpretation of the results requires experience due to the lack of specific rules to follow.

COST

Specimen set (manual, picture booklet, answer sheet, report form, job title list): $35.65.

Counselee materials:

Picture Booklet (reusable) $10.90.
Answer Sheets (50) $8.75.
Report Forms (50) $8.75.
Filmstrip $80.00.
Job Title List $39.95.

ADAPTIVE BEHAVIOR MEASURES

TITLE	Program for Assessing Youth Employment Skills (PAYES)
PUBLISHER	Cambridge Book Co. 888 Seventh Avenue New York, NY 10106
POPULATION	Adolescents and young adults in work training and vocational education programs who display low verbal skills.
PURPOSE AND DESCRIPTION	PAYES was designed to provide counselors with a structured approach to help them diagnose and develop job attitudes, job seeking, job holding, job knowledge and vocational interest skills in their clients. PAYES measures are contained in three separate booklets: Booklet I - Attitudinal Measures a. Job Holding Skills b. Attitude Toward Supervisors c. Self Confidence Booklet II - Cognitive Measures a. Job Knowledge b. Job Seeking Skills c. Practical Reasoning Booklet III - Vocational Interest Measures Assesses interest in seven occupational areas: 1. Clerical 2. Service 3. Business 4. Technical 5. Aesthetic 6. Outdoor 7. Science
ADMINISTRATION AND SCORING	Tests are administered by counselors by reading questions aloud to individuals or small groups of students. The test is untimed, but generally takes about 75 minutes. Responses are marked in the test booklets or on a separate answer sheet, and are hand scored by counselors.

SCALES/SCORES

Scores are obtained for each of the measures in Booklets I and II. The scores from the interest inventory, are plotted on profile charts to determine individual strengths, deficits, and interest areas that will assist in vocational planning and programming.

NORMS

The normative sample includes over 1300 students and trainees in vocational education special needs classes, CETA centers, and correctional institutions located in urban centers in the north, east, and midwest.

RELIABILITY AND VALIDITY

Reliability coefficients representing estimates of internal consistency range from .59 for Job-Holding Skills to .85 for the Practical Reasoning measure. Validity is based on the correlation of each subtest with counselor, instructor and work-site supervisor ratings. While the manual reports statistically significant correlations, they range from .10 to the mid .20's.

COMMENTS

PAYES appears to be a useful tool for vocational guidance. The test can be utilized in a structured interview to help counselors learn about their clients and stimulate discussion about vocational planning.

Validation studies need to be updated through research with special education students, limited English proficient, and other groups.

COST

Specimen set: Only sold in sets of 10;
  Pkg. of 10 score sheets $4.95.
  User's Guide $2.95.
  Administrator's Manual $5.20.
  Technical Manual $6.30.
Counselee materials:
  Pkg. of 10 for each of 3 test booklets $23.30.
  Whole Set for 10 clients $55.30.

TITLE	Social and Prevocational Information Battery - Revised (SPIB-R)
PUBLISHER	CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940
POPULATION	This instrument is designed to be used with junior and senior high school students who are mildly retarded.
PURPOSE AND DESCRIPTION	The SPIB-R is a paper and pencil test designed to measure social and prevocational knowledge regarded as important for the community adjustment of junior and senior high school students with mild mental retardation. There are nine subtests representing five long range goals: 1. Employability Job Search Skills Job Related Behavior 2. Economic Self-Sufficiency Banking Budgeting Purchasing Habits 3. Family Living Home Management Health Care 4. Personal Habits Hygiene and Grooming 5. Communication Functional Signs
ADMINISTRATION AND SCORING	There are 277 items (236 true-false and 41 multiple choice) which are verbally administered to individuals or small groups. Students mark an "X" in their test booklet over the words "TRUE" or "FALSE" or in a box under the correct picture. Each subtest is untimed but generally requires 15-25 minutes to complete. It is recommended that testing be divided into three sessions during a one week period. The SPIB-R can be hand or machine scored.
SCALES/SCORES	Correct responses are totaled for each subtest and the entire battery to obtain raw scores. Raw scores are converted to percent correct scores or percentile equivalents using norms tables in the manual.

NORMS

No new normative data was collected on the SPIB-R. The original SPIB norm group consisted of 453 junior high and 453 senior high educable mentally retarded students in Oregon.

RELIABILITY AND VALIDITY

Kuder-Richardson formula 20 and test-retest reliability coefficients for the subtests range from the low .60's to the high .80's. Reliabilities are in the low to middle .90's for the total battery score.

Predictive validity ranges from .13 to .35 when counselor ratings are compared with SPIB-R scores. Canonical correlation between counselors ratings and test scores was .58.

A concurrent validity study correlated 3 SPIB subtests (Banking, Purchasing and Job Search Skills) with behavior performance tests administered to students. Correlations ranged from the middle to upper .70's.

COMMENTS

While the original SPIB was technically adequate, caution should be used in applying this data to the SPIB-R. New normative, reliability, and validity data should be collected. The restriction of norms to Oregon and Caucasian groups limits the generalizability of this instrument.

The SPIB-R is particularly useful to special education teachers in curriculum development.

COST

Specimen set: $10.00.
Counselee materials:
  Manual $8.50.
  Test Booklets $32.50 per pkg. of 20.

TITLE	Street Survival Skills Questionnaire (SSSQ)
PUBLISHER	Common Market Press P.O. Box 45628 Dallas, TX 75245
POPULATION	Mentally disabled adolescents and adults.
PURPOSE AND DESCRIPTION	The SSSQ was designed to provide an objective and reliable method of assessing adaptive behaviors. Information is obtained by use of a multiple choice pictorial format that requires pointing to the correct choice. It predicts an individual's probable success in adapting to community living conditions and vocational placement. The SSSQ can provide a baseline measure of adaptive behavior, individual training programs may be developed, and progress evaluated. Information is assessed in the following areas by using 9 separate test booklets: 1. Basic concepts 2. Functional signs 3. Tools 4. Domestic Management 5. Health, Safety, First Aid 6. Public Service 7. Time 8. Money 9. Measurement
ADMINISTRATION AND SCORING	The SSSQ is individually administered and requires about 30-45 minutes to complete. The examiner presents questions orally and the subject responds by pointing to one of four pictures.
SCALES/SCORES	Raw scores for each section are obtained by summing the number of correct responses. Raw scores are converted to scaled scores by using the appropriate norms table in the manual. An individual's performance on the subtests can be profiled on the test protocol. Comparisons between SSSQ scores and IQ scores can be made when both are converted to a standard score. A Master Planning Chart is provided to complete an item-by-item analysis of the student's performance which can be used as a guide for structuring curriculum.

NORMS	Norms are available for neuropsychologically disabled adults and average adults. The neuropsychologically disabled group consisted of 200 males and 200 females with an age range from 15 to 55 (x = 25). The subjects were from state institutions for the mentally retarded and five sheltered workshops and community employment programs in Illinois, Indiana, New York, Ohio, and Texas. Data was also collected on an adolescent group of 100 males and 100 females from secondary school prevocational programs in Indiana and Texas. The mean IQ was 97. The average adult group ranged in age from 16 to 40 years old. No other data is available on this group.
RELIABILITY AND VALIDITY	Test-retest reliability ranged from .87 on Tools and Measurement to .95 for Basic Concepts and Functional Signs. Internal consistency reliability using the KR-20 was .97. Concurrent validity between the SSSQ and the San Francisco Vocational Competency Scale was .60. Correlations with the Progress Assessment Chart, another measure of adaptive behavior, were also high.
COMMENTS	The SSSQ is easy and relatively quick to administer. It holds the interest of the counselee. Recent studies suggest the SSSQ is significantly correlated with IQ. However, it does provide practical information for individual programming. Data on the average adult norm group is lacking.
COST	Complete kit: $195.00.

TITLE	Valpar-17 - Pre-Vocational Readiness Battery (P-VRB)
PUBLISHER	VALPAR International Corporation P.O. Box 5767 Tucson, AZ 85703-5767
POPULATION	Special needs populations, including learning disabled and trainable mentally retarded, ranging from junior high students to adult populations.
PURPOSE AND DESCRIPTION	The P-VRB is designed both as an assessment tool related to the functional skills and abilities of individuals in educational and vocational settings. The instrument is designed to assist users in the development of Individual Educational/Vocational Plans. The P-VRB has four subtests: 1. Developmental Assessment 2. Workshop Evaluation 3. Interpersonal/Social Skills 4. Money-Handling Skills The subtests provide time scores, error scores, time/error scores, and point scores.
ADMINISTRATION AND SCORING	The P-VRB can be administered by anyone with a testing background. However, since interpreting behaviors observed during the evaluation are very important, beginning evaluators should work under the supervision of an experienced administrator. It may require 50 or more administrations before an evaluator becomes accomplished enough to differentiate "normal" responses to questions from "abnormal" responses. The P-VRB is hand scored.
SCALES/SCORES	Types of scores presented are percentile ranks, MTM standards, and DOT Worker Qualifications Profile Factor Scores. An Individual Exit Profile Form on which are recorded the percentiles and/or MTM standards for each subtest is given. Also, a narrative report based on Individual Exit Profile results and information presented in the Report Writing section in the manual is available.

NORMS	Scores are based on the following norms: MTM Standards, Research Norms (Sheltered-Independent Living Groups), and Schools for Exceptional Children.
RELIABILITY AND VALIDITY	Test-retest or other types of reliability estimates are unavailable. Also, studies have not been undertaken to determine content, concurrent, predictive, or construct validity.
COMMENTS	The major deficit of the P-VRB is the lack of reliability, validity, and norm information. However, it is recommended for centers with mentally retarded clients.
COST	Complete package: $4,595.00 (Materials for all subtests are reusable). Score sheets and Individual Exit Profile Forms are purchased in pads of 100 at $13.75 each.

TITLE	Vocational Adaptation Rating Scales (VARS)
PUBLISHER	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025
POPULATION	Mentally retarded individuals.
PURPOSE AND DESCRIPTION	VARS measures problem behaviors among mentally retarded adolescents and adults in vocational settings. It is used for curriculum development, Individualized Education Program placement, and evaluating readiness for mainstreaming. Six scales are measured: Verbal Manners, Communication Skills, Attendance and Punctuality, Interpersonal Behavior, Respect for Property, Rules and Regulations, and Grooming and Personal Hygiene.
ADMINISTRATION AND SCORING	An examiner is required to administer this 133-item paper-pencil inventory. The inventory is untimed, but usually requires 20 to 30 minutes for completion. VARS is scored using a hand key.
SCALES/SCORES	The examiner uses a scale ranging from "never" to "regularly" to indicate the frequency with which the individual displays the behavior described in the statement. All six scales and the total score are profiled for both frequency and severity (a useful indicator of potential job impairment) in deciles and T-scores.
NORMS	Norms are based on 606 retarded workers from Monroe and Rockland Counties in New York. Only combined sex norms are provided since no sex differences were observed during the norming process. The norm sample had a mean IQ of 53 and a standard deviation of 13 with an age range between 13 and 50 although 71% were between 13 and 20. The norm tables provide both decile and T-score norms for the six scales.
RELIABILITY AND VALIDITY	Reliability studies consist primarily of item correlations with total scale scores which provide some measure of internal consistency. Validation studies are extensive and include scale correlations with the AAMD Adaptive Behavior Scale and the San Francisco Vocational Competency Scale as well as factor analysis of scales and correlations between

	scale scores and placement decisions. A measure of test-retest reliability appears to be lacking, but given the solid criterion-related validity, the VARS can be assumed to have stability.
COMMENTS	The manual for the VARS is impressive for the information it provides on both the technical aspects of the instrument and on case studies which should be helpful for clinical interpretation.
COST	Complete kit: (25 booklets, manual) $25.00.

COMBINED INSTRUMENTS AND WORK SAMPLES

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TITLE	APTICOM
PUBLISHER	Vocational Research Institute 2100 Arch Street Philadelphia, PA 19103
POPULATION	English and Spanish speaking disadvantaged job applicants, high school and special education students as well as rehabilitation clients.
PURPOSE AND DESCRIPTION	The Apticom is a computerized assessment system which is based on three of the U.S. Department of Labor Employment Service instruments. The aptitude measure assesses 10 aptitudes using 11 specific tests that closely resemble the General Aptitude Test Battery (GATB). The Occupational Interest Inventory assesses twelve interest areas based on the USES Guide for Occupational Information and the related USES Interest Inventory. The Educational Skills Development Battery was derived from the USES General Educational Development (GED) Language and Mathematics scales. The resulting output of the Apticom can be matched to the Occupational Aptitude Patterns (OAPs) and the Guide for Occupational Exploration (GOE) work groups of the Department of Labor. The system itself is a dedicated computer with several add on devices. Items are presented on plastic overlays on an 18 by 24 inch plastic board with holes. The examinee selects alternative answers by inserting a wand into the holes.
ADMINISTRATION AND SCORING	Each test is administered using oral instructions read directly from the manual. Only tests assessing aptitude and language skills require reading beyond the fourth grade level. The examinee is given a brief practice session after a demonstration. The computer times and scores all tests except the Interest Inventory. The Aptitude battery requires 28 minutes and the Educational Skills section requires 25 minutes of timed tests. The Interest Inventory is untimed, but takes about 20 minutes.
SCALES/SCORES	The Aptitude test yields an aptitude profile of the nine GATB aptitudes plus eye-hand coordination. The Interest Inventory profile

plots the 12 GOE interest areas based on frequency of "Like" responses. The Educational Skills Development Profile contains scores on each of the four GED scales. Aptitudes and Interests are presented in standard scores and percentile form through a computer produced printout. A vocational recommendation section provides suggested occupations based on all of these measures.

NORMS

The Aptitude battery norms are based on adults in the U.S. and Canada. The interest inventory uses norms for two groups: secondary students and employed adults. The educational battery is criterion referenced and does not have norms.

RELIABILITY AND VALIDITY

Test-retest reliability for the aptitudes range from .65 to .89 with most above .80. Alpha coefficients and test-retest reliabilities for the Interest Inventory are in the .80's and compare favorably to the USES Interest Inventory. No reliability data are available for the educational skills test.

Validity is based primarily on correlations between the aptitude and interest measures of the Apticom and their corresponding GATB and USES Interest Inventory equivalents. Correlations were highest for the cognitive aptitudes (.80's) and lowest for the manipulation aptitudes (.60's). The interest correlations ranged from .67 to .90. The educational skills tests are based only on content validity.

COMMENTS

The Apticom has become a popular tool for vocational assessment of handicapped persons. The tests are shorter and quicker than their Department of Labor counterparts but yield remarkably similar results. The major drawback is the $6,000 price of a unit with a printer.

COST

Single Apticom unit (without printer): $5,350.
Single Apticom unit (with printer): $6,000.
Midi System (2 Apticom units, master control, 2 printers): $12,400.
Maxi System (4 Apticom units, master control, 4 printers): $22,300.
Spanish/Bilingual Kit (overlays/manual): $495.

TITLE	Career Evaluation System Series 100 (CES)
PUBLISHER	Career Evaluation Systems, Inc. 7788 Milwaukee Ave. Niles, IL 60648-4794
POPULATION	Age 16 through adult.
PURPOSE AND DESCRIPTION	The Career Evaluation System Series 100 is an integration of a battery of nationally-published tests (both physical and psychometric) which measure 19 human factors and abilities in order to provide an ability profile. The factors and abilities measured are: abstract reasoning; verbal, numerical reasoning; spatial perception; following directions; reading level; arithmetic level; perceptual accuracy; decision speed; leadership structure, consideration; sales/people persuasion; finger-dexterity; wrist-finger speed; arm-hand steadiness and precision aiming; manual dexterity; two-arm coordination; two-hand coordination; and hand strength.
ADMINISTRATION AND SCORING	The test series needs to be administered by a certified tester. Total administration time is 220 minutes. Hand scoring is not available. The tests are scored by machine at the CES headquarters.
SCALES/SCORES	The computer print-out provides norm referenced scale scores for each ability subtest on a six point scale. A criterion referenced scale score for each of the measured abilities is produced. These relate to the counselee's General Educational Development and the components of the Data, People, Things factors developed by the Department of Labor in addition to the listing of specific occupations. The scores are used to determine the counselee's functioning ability on the Data, People, and Things dimensions as defined by the 1977 edition of the Dictionary of Occupational Titles.
NORMS	No information concerning norms is given in the manual.

RELIABILITY AND VALIDITY	Many of the tests utilized by CES are from nationally known test publishers and are widely used to measure single factor traits. Therefore, the CES publishers conclude that each individual test has acceptable and published reliability and validity data.
COMMENTS	Expanded test batteries are available for use with physically-impaired (Series 200), low reader, and mentally retarded (Series 300) populations. Information concerning reliability and validity for the CES developed tests is lacking.
COST	Specimen set: not available. License Fee: (one time fee which includes start-up costs, training cassettes, system manual, test manuals, scoring keys, data entry forms, and newsletter subscription) $2,500.00. Package A: Telecommunication Software For Series 100, 200/230, and 300 $1,9990.00. Series 100 $650.00. Series 200/300 $950.00. Series 300 $650.00. Package B: (instruments used with master control unit for automatic scoring) $2,090.00. Package C: (apparatus tests) $2,050.00. Package D: (paper-pencil tests) $370.00. Optional non-mobile test apparatus (total): $2,835.00. Complete Systems without Package A: Series 100 $6,800.75. Series 200/230 $6,985.25. Series 300 $6,935.90.

TITLE	Comprehensive Occupational Assessment and Training System (COATS)
PUBLISHER	Prep, Inc. 1575 Parkway Avenue Trenton, NJ 08628
POPULATION	Disadvantaged and handicapped high school students and adults in training programs and secondary education systems.
PURPOSE AND DESCRIPTION	COATS identifies interests, skills and experiences, and deficiencies to assist individuals in setting occupational goals. It consists of four components: Job Matching System I or II, 27 Work Samples, Employability Attitudes, and Living Skills.
ADMINISTRATION AND SCORING	All components are presented in an audio-visual format which can be administered independently or as a battery in a 52 hour period. COATS is computer scored through the publisher in approximately one week. Additional interpretation data are available in the manuals. The Work Samples Component has a four-page format for hand scoring, which can be used in addition to the computer scoring.
SCALES/SCORES	One to five ratings of work behavior and codes are reported to match levels provided in the Dictionary of Occupational Titles (DOT).
NORMS	Norms are based on work performance and completion time for disadvantaged and handicapped individuals.
RELIABILITY AND VALIDITY	Reliability coefficients are adequate. Content validity is high, especially in the work samples. Extensive data is given in the manuals.
COMMENTS	Printed materials require an eighth-grade reading level. The separate answer sheets used with the audio-visual format may be a problem for some handicapped individuals.
COST	Information not available.

TITLE	McCarron-Dial System (MDS)
PUBLISHER	Common Market Press P.O. Box 45628 Dallas, TX 75245
POPULATION	Used with mentally and neurospsychologically impaired including mentally retarded, emotionally disturbed, cerebral palsy, stroke and head trauma, visually impaired, hearing impaired and learning disabled. Ages 16 to adult.
PURPOSE AND DESCRIPTION	The McCarron-Dial System uses a neuropsychological approach to clinical, vocational, and educational evaluation, planning and training. The system describes the individual's abilities and limitations in five factor areas: verbal, cognitive, sensory, motor, emotional, and integration-coping. Evaluation in these areas is used to predict vocational competency, suggest strategies to use in rehabilitation, and provide information about response to an education and rehabilitation program.
ADMINISTRATION AND SCORING	The McCarron-Dial System is individually administered and scored by a qualified vocational evaluator, educational diagnostician, or psychologist. Three-day training sessions are provided by MDS in Dallas when the system is purchased. Time to administer the full battery is 1 week, due to the necessity of observations in a work setting. The abbreviated battery, which includes the first 3 factors and the SSSQ, requires approximately one half day of testing. Data from the individual tests can be submitted to MDS, which results in a computer printed profile and narrative report. Software can be purchased for scoring also.
SCALES/SCORES	Scores are obtained on the instruments in each factor area: Verbal/Cognitive WAIS-R - Wechsler Adult Intelligence Scale - Revised PPVT-R - Peabody Picture Vocabulary Test - Revised

Sensory
BVMGT - Bender Visual Motor Gestalt Test
HVDT - Haptic Visual Discrimination Test
Motor
MAND - McCarron Assessment of Neuromuscular Development
Emotional
OEI - Observational Emotional Inventory
Integration-Coping
BRS - Dial Behavior Rating Scale
SSSQ - Street Survival Skills Questionnaire

The score from each instrument is plotted on the Individual Evaluation Profile and converted to a T-Score. In addition the MAND, OEI, and SSSQ protocols have their own detailed profile.

NORMS

The original normative sample for the entire system was 200. Norms for the WAIS, PPVT, MAND, and HVDT involve 2000 or more observations. Deaf, blind and aged norms are available for the HVDT, HMMT (the version of the Haptic for the blind), and MAND.

RELIABILITY AND VALIDITY

Most data are presented in terms of test-retest reliability coefficients with correlations in the high .80's and .90's. Construct and predictive validity data are provided. Predictive validity is based on the ability to predict the level of vocational functioning after 1 year of training. The data are generally adequate.

COMMENTS

This system is valuable as a screening device to help determine appropriate program placement. However, it should be used with other work samples to determine particular vocational skills. The manuals provide excellent examples of reports and case studies.

While this system has many uses and appears technically adequate, little independent research has been conducted on it. Most published studies have been completed by McCarron, Dial, and/or Associates.

COST

Specimen Sets are not available.
The cost of the MDS is $1,525.
(The only expendable items are the various test answer sheets, behavioral observation forms and report forms.)

TITLE	Microcomputer Evaluation and Screening Assessment (MESA)
PUBLISHER	Valpar International 3801 E. 34th Street Tucson, AZ 85713
POPULATION	Special needs students and adults.
PURPOSE AND DESCRIPTION	MESA provides baseline data for the development of an individual's education, training, or employment plan by assessing physical and functional skills. It measures 21 factors of the Worker Qualifications Profile as defined in the U.S. Department of Labor DOT. The MESA consists of the following subtests: Hardware Exercises (ability to use tools, etc.); Computer Exercises, which assesses vision, size-color-shape discrimination, eye-hand coordination, and academic skills; Perceptual Screening; Talking/Persuasive Screening; Physical Capacities and Mobility; Working Condition; Specific Vocational Preparation, and Vocational Interest/Awareness.
ADMINISTRATION AND SCORING	This multiple-item computer-administered test allows the evaluator to test 5-10 students at one time for Parts I-III. However, Part IV is administered individually. The test requires 4 1/2 hours for completion. Parts I-III are hand scored, then entered into the computer and combined with Part IV which is computer scored. Computer requirements include Apple II or IBM-PC with 128k RAM and printer. MESA provides add-on devices such as a control box, eye/hand/foot peddles, and control and clock cards.
SCALES/SCORES	Scores are related to the Dictionary of Occupational Titles (DOT) worker trait definitions and yield a Worker Qualifications Profile.
NORMS	Norms are based on 491 male and female students and employed workers in Arizona. Students ranged in age from 10 to 33. Workers ranged in age from 20 to 55. The manual does not contain information concerning sample selection, methods used, or sample characteristics.

RELIABILITY AND VALIDITY

The manual presents a single test-retest reliability study over one month with coefficients ranging from .79 to .96; however, adequate explanation is lacking. Also, the MESA lacks clear information on validity although the manual presents 17 tables of correlations between MESA subtests and the 17 factor scores in the Worker Qualifications Profile.

COMMENTS

MESA is more of a screening than a diagnostic tool. Because of the lack of validity information it is difficult to know how useful the Worker Qualifications Profile is for counseling and placement decisions.

COST

MESA can be purchased with or without computer to test 1, 2, or 4 persons. Costs for 1 station with and without computer are as follows:

1 station and Apple computer $7,325.00.
1 station and IBM computer $8,925.00.
1 station without computer $3,975.00.

TITLE	Micro-TOWER
PUBLISHER	ICD Rehabilitation and Research Center 340 East 24th Street New York, NY 10010
POPULATION	Special needs and general rehabilitation populations.
PURPOSE AND DESCRIPTION	Micro-TOWER is a work sample which assesses aptitude. This battery of 13 work samples measures 5 aptitude areas: motor, verbal, numerical, spatial, and clerical perception. The work samples were designed to measure aptitudes used in the Dictionary of Occupational Titles (DOT).
ADMINISTRATION AND SCORING	Most of the work samples are a combination of paper-and-pencil and apparatus tasks. Each sample is divided into a learning and practice, and evaluation periods. Micro-TOWER can be administered individually or in a group. The system takes 3-5 days to complete. It is suggested that counselees complete all 13 samples for an accurate profile; however, this is not required. Scoring is completed by hand.
SCALES/SCORES	The system is scored on a 5 point rating scale. Emphasis is placed on quality plus behavior observations.
NORMS	Micro-TOWER was standardized on a population of over 1,200. Subgroup norms are available by sex, ethnic group, left and right handedness, disadvantaged, and disability.
RELIABILITY AND VALIDITY	Test/retest, alternate form, and internal consistency estimates were methods used to calculate reliability. Coefficients range from .74 to .97. Construct and concurrent validity is reported.
COMMENTS	One excellent feature of the Micro-TOWER is the separation of learning and performance. It is appropriate for use with a number of special populations. Special attention was given to the issue of sex bias.

COST	Depends upon the number of clients being tested in the group - each client requires a complete set of equipment. Cost based on number of persons tested: 4 - $8,737.00. 7 - $9,925.00. 10 - $11,113.00. 20 - $15,073.00. 30 - $19,033.00.

TITLE	Occupational Aptitude Survey and Interest Schedule (OASIS)
PUBLISHER	PRO-ED 5341 Industrial Oaks Blvd. Austin, TX 78735
POPULATION	Grades 8 through 12.
PURPOSE AND DESCRIPTION	The OASIS is composed of both an Aptitude Survey (AS) and an Interest Schedule (IS). The AS is composed of five subtests measuring Verbal, Numerical, Spatial, Perceptual, and General Ability. The IS uses a "Like", "Neutral", "Dislike" response set for 240 items to measure 12 interest scales. The general purpose of the OASIS is to provide a short and easy to use measure of both aptitude and interest for use with junior and senior high school students in career exploration.
ADMINISTRATION AND SCORING	The AS requires approximately 35 minutes to administer with two speeded and three power tests. The IS is not timed and should take approximately 30 minutes to complete. Administration of the OASIS requires an examiner and is most appropriate for group use although it can be given on an individual basis. Both parts can be easily scored. No provisions are made for scanning or computer scoring in keeping with the intention to make the use of the OASIS uncomplicated.
SCALES/SCORES	The AS is scored by counting the number correct and converting it to five point score percentiles and stanines using a student profile sheet on the back of the answer booklet. The IS scores are converted to percentiles for males, females, and combined by following relatively simple procedures considering that 240 items are involved. Scores for both AS and IS are keyed directly to the Dictionary of Occupational Titles (DOT) and the Guide to Occupational Exploration.
NORMS	Norms are based on 1,398 students from grades 8 through 12 in 11 states. Supporting data suggests that the norming sample was reasonably representative. Suggestions are made for the development of local norms for the AS. Separate sex or combined norms may be used with the IS.

RELIABILITY AND VALIDITY

Reliability estimates for the AS range from .70 to .94 and varies by subtest and grade level. Profile reliability is not provided. Validity for the AS is based on similarity to some of the GATB aptitudes, but little data is available to support the claim.

Test-retest reliabilities over five weeks are reported for the IS to range between .66 and .91. Internal consistency measures range from .78 to .94. Content validity for the IS is based on its relationship with the USES interest categories. Factor analysis confirms the 12 scale structure.

COMMENTS

Given that the OASIS is relatively new it is lacking in good technical data. However, its relative ease of use and local scoring should make it worth exploring where a combined aptitude and interest measure is desired. Care has been taken to make the IS sex fair.

COST

Specimen set: $19.00.
Complete kit: $49.00.

TITLE	The Purdue Pegboard
PUBLISHER	Science Research Associates, Inc. (SRA) 155 North Wacker Drive Chicago, IL 60606
POPULATION	Revised version ages 5 - 15 years 11 months; original, adult; including deaf and mentally retarded.
PURPOSE AND DESCRIPTION	The test measures gross and fine motor movements of hands, fingers, arms, and finger tips. The test is used to measure dexterity needed for assembly work, electronic production, and similarly related jobs. The materials consist of a test board with two vertical rows of holes and four storage wells holding 50 pegs, 40 washers, and 20 collars. There are four subtests: (1) right hand only, (2) left hand only, (3) both hands simultaneously, and (4) assembly.
ADMINISTRATION AND SCORING	An examiner is required to administer the test individually or in groups of up to ten. The test takes about 10 minutes. Oral instructions are given to the subject along with a trial session before administering the test. Separate scores are provided for right hand, left hand, and both hands dexterity. Right hand dexterity is tested by requiring the subject to place as many pegs as possible in the holes for 30 seconds beginning with the top right hand row. The left hand test uses the left row beginning at the top for the same period of time. Both hands dexterity is tested by requiring the subject to make an assembly using the pegs, washers, and collars. Assemblies are made in both rows top to bottom by putting together on the board the pins, collars, and washers in a certain order for one minute.
SCALES/SCORES	The scores are reported in percentile form for the four subtests: (1) right hand, (2) left hand, (3) both hands, (4) right plus left plus both hands, and (5) assembly. Scoring is acquired by counting the numbers of pins placed or assemblies completed within the time allotted. The score is totaled for each subtest after each section is completed.

NORMS

Eight groups of male and female industrial workers along with two general groups of job applicants and college students represent the norm group. The manual describes several characteristics of these groups. Not included in the description are job experience, test date, and minority representation.

RELIABILITY AND VALIDITY

According to the 1968 manual, test-retest reliability correlations yield results between .60 and .76 for single trial scores. These correlations are low for a standardized test, and caution should be used in interpreting the results.

Limited validity information is available and the manual recommends validity be established locally.

COMMENTS

In order to complete the tasks, the subject needs to be able to hear and follow oral directions and be able to have use of his/her fingers, hands, wrists, and arms. In the test's present form, it is not recommended for use with the blind. The test can be used with the deaf and the mentally retarded.

Since the test has low reliability and limited validity information is available, it is suggested that the information received from the test not be used alone for selecting people for assembly jobs. The Purdue Pegboard score should be combined with other test scores and work samples.

COST

Information not available.

TITLE	Singer Vocational Evaluation System (SINGER)
PUBLISHER	Singer Education Division Career Systems 80 Commerce Drive Rochester, NY 14623
POPULATION	Ages 17-30 and special needs populations.
PURPOSE AND DESCRIPTION	The SINGER is used for vocational assessment and occupational exploration. It contains 28 work samples presented in an audio-visual format which evaluate vocational abilities, interests, and work tolerances as they relate to specific job areas.
ADMINISTRATION AND SCORING	Each work sample is self-contained in a carrel with audio-visual instructions in which the individual is able to control the pace of the simulations. The average time for completing a work sample is 2 1/2 hours. Clients may repeat work samples. The number and sequence of samples completed is at the discretion of the evaluator. After completing the work samples, the final step consists of a self-evaluation and an objective rating from the evaluator.
SCALES/SCORES	The Task Observation Record, Work Activity Rating Form, MTM Rating Form, Industrial Rating Form and a summary sheet for time and quality scores are to be completed for scoring. However, the manual does not contain recommendations for consolidating the scored forms into a final report.
NORMS	The norm population consisted of an average of 192 persons per sample. The samples are described by age, sex, race, highest grade completed, IQ score, reading and math achievement scores, and major disabilities. Employed worker norms are available on some work samples.
RELIABILITY AND VALIDITY	The test-retest reliability is reported to range from .61 to .71. Predictive validity studies report widely differing results.

COMMENTS	Singer was developed primarily for special needs populations. Major concerns of most users is the cost and expendability of supplies and the need for additional validation studies.
COST	Per work station cost ranges from $1,659.00 to $3,439.00. Each work station includes enough supplies to evaluate approximately 30 people.

TITLE	Skills Assessment Module (SAM)
PUBLISHER	Piney Mountain Press, Inc. P.O. Box 333 Cleveland, GA 30528
POPULATION	Mildly handicapped and disadvantaged youth.
PURPOSE AND DESCRIPTION	The SAM is an assessment device for placement in various training programs. The subcomponents are: 1. Revised Beta 2. PTI Oral Directions Test 3. Learning Styles Inventory 4. Mail Sorting 5. Alphabetizing 6. Etch-A-Sketch 7. Payroll 8. Patient Memo 9. Small Parts A, B1, B2 10. Ruler Reading 11. Pipe Assembly 12. O-Rings 13. Block Design 14. Color Sort 15. Circuit Boards
ADMINISTRATION AND SCORING	The SAM can be administered individually or in groups with a maximum of 5 evaluees. The test requires 2-3 hours for administration. Scoring may be completed by hand or machine.
SCALES/SCORES	Percentiles based on time and errors are converted to a 5 point rating scale.
NORMS	The SAM has predetermined time study and psychometric norms. The three samples for the psychometric norms were "average students", "handicapped students", and "disadvantaged students" at "eight data collection sites in urban, suburban, and rural secondary and post secondary schools." Age, sex, education level, and area of residence are given for each sample. Although all norms are from Georgia, the specific sample sites, procedures and methods were not given.

RELIABILITY AND VALIDITY	Test-retest reliability over a 3-5 day period ranges from .80 to .95. Validity is discussed in the manual, but not supported with data.
COMMENTS	One advantage of the SAM is the short administration time. Also, it has the advantage of allowing the evaluator to readminister work samples as a student training experience. However, the problems of the SAM center on the technical aspects of the system especially validity.
COST	The Skills Assessment Module: (includes Manual, Revised Beta, Learning Styles Inventory, 12 work samples, scoring and disk for Apple or IBM computers and on-site training) $1,695.00. Local Norm Development System: (includes 1 disk and documentation) $195.00.

TITLE	System for Assessment and Group Evaluation / Compute-A-Match (SAGE)
PUBLISHER	Train-Ease Corporation 47 Marble Avenue Pleasantville, NY 10570
POPULATION	EMR, TMR, LD, Disadvantaged, Displaced workers, persons with various disabilities with some test modifications; suggested for use with persons 15 years and older.
PURPOSE AND DESCRIPTION	SAGE was developed in order to match the aptitudes, educational level, attitudes, and temperaments of people to jobs and training. It is composed of five separate components which, when combined, form a total vocational assessment package. The components consist of a vocational aptitude battery (consisting of 11 subtests), a vocational interest inventory, a measurement of General Educational Development, an assessment of attitudes toward others in the working environment, and an assessment of temperament. When taken together, the testing units address all of the characteristics described by the Dictionary of Occupational Titles (DOT).
ADMINISTRATION AND SCORING	As many as six to eight evaluees can be tested as a group in approximately 2 1/2 - 3 hours by an evaluator. The evaluator should be trained prior to using the system. Although machine scoring is not available, the test may be scored by the evaluator in 30 minutes.
SCALES/SCORES	Raw scores are converted to the GED aptitude levels of 1 to 5 used by the Department of Labor. A hand-written report can easily be developed from conversion tables. Interpretation to students is done using a bar graph which depicts their performance on a five point scale of which point three is average. A computer job matching system is available at an additional cost for the creation of a detailed report on feasible jobs and training opportunities. However, SAGE itself is not dependent upon the Compute-A-Match computer program.

NORMS

The four norm groups for SAGE are: (1) low functioning individuals with a sample size of 240, (2) successfully employed workers with a sample size of 400, (3) vocational-technical students with a sample size of 650, and (4) the general working population with a sample size of 1800. The manual does not contain information as to the source and characteristics of the samples.

RELIABILITY AND VALIDITY

Test-retest coefficients reported for the manipulative tests, color discrimination, and motor coordination range from .63 to .90. KR-20 reliability coefficients are reasonably high. The majority of validity data which include correlations with ratings and other tests are at acceptable levels.

COMMENTS

Most users of SAGE agree that the ease and speed of testing are the major selling points of this instrument. However, it is best used as a broad screening and general tendency indicator. It should not be relied upon for discrete occupational/vocational placement.

COST

Total component cost: $7,370.00.
(Additional costs for on-site training, timers, carrying cases, and Job Opportunity Based Search.)

TITLE

TALENT ASSESSMENT PROGRAM (TAP)

PUBLISHER

Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, FL 32207

POPULATION

Intended for trainable mentally retarded and above, also useful with the disadvantaged. Ages 13 and over or Grade 8 and over.

PURPOSE AND DESCRIPTION

The purpose of the TAP is to assess vocational aptitudes. By identifying the specific aptitudes that are strengths within an individual, TAP can relate those strengths to training areas and job areas that utilize those strengths.

The TAP is a battery of 10 instruments which measure dexterity, visual and tactile discrimination, and memory as they relate to the functional level of career-related attributes. These attributes in turn relate to worker trait factors which the Dictionary of Occupational Titles uses in describing jobs. The 10 separate tests are:

1. Structural and Mechanical Visualization
2. Discrimination by Size and Shape of Objects
3. Discrimination by Color
4. Discrimination by Touch
5. Dexterity Without Tools
6. Dexterity Without Tools - Large
7. Dexterity With Small Tools
8. Dexterity With Smaller Tools
9. Visualizing Flow Paths
10. Retention of Structural and Mechanical Detail

ADMINISTRATION AND SCORING

The TAP is a completely non-reading assessment instrument. It can be administered in approximately two hours in individual or small group settings. In-service training for evaluators is provided. This training is done on-site and takes one and one-half days. Publishers of the TAP note that paraprofessionals can administer the instrument, but trained personnel would be necessary for the interpretation of the data. The TAP can be hand scored by a counselor.

SCALES/SCORES	The emphasis in scoring the subtests is on time scores. Timing begins when the client understands the tasks and stops when the task is completed. Timing is calculated to the nearest tenth of a minute on a clock that is included with the instrument. A TALENT QUOTIENT (T.Q.) is obtained as the result of a composite score. The T.Q., as defined by the publishers, relates to functional academic potential.
NORMS	Norms are available for the following populations: twelfth grade male and female students; junior high male and female students, a mentally retarded mixed sex group; male alcoholics, and employed young adults.
RELIABILITY AND VALIDITY	The developers claim a coefficient of stability in limited retesting situations of .86 after a six-month interval. Because of the nature of each subtest, it is not possible to calculate an internal consistency or split-half reliability. Also, there is not a parallel test available for a correlation across forms. Validity data is not available.
COMMENTS	The non-reading aspect of the instrument is cited most often by users as its primary asset.
COST	Complete Kit (includes all testing components, computer scoring, 3 carrying cases, 1 1/2 day training): $5,360.

TITLE	Valpar Component Work Sample System (VALPAR)
PUBLISHER	Valpar Corporation 3801 E. 39th Street Tuscon, AZ 85713
POPULATION	Disabled and non-disabled, but especially useful for the physically handicapped. All age groups.
PURPOSE AND DESCRIPTION	The Valpar work sample system is designed to assess vocational and functional skills in conjunction with other instruments. The system produces both scores and clinical observations required for job placement and the design of educational and rehabilitation plans. The Valpar consists of the following 16 separate work samples designed to measure certain universal worker characteristics: 1. Small Tool 2. Size Discrimination 3. Numerical Sorting 4. Upper Extremity Range of Motion 5. Clerical Comprehension and Aptitude 6. Independent Problem Solving 7. Multi-Level Sorting 8. Simulated Assembly 9. Whole Body Range of Motion 10. Tri-Level Measurement 11. Eye-Hand-Foot Coordination 12. Soldering and Inspection 13. Money Handling 14. Integrated Peer Performance 15. Electrical Circuitry and Print Reading 16. Drafting
ADMINISTRATION AND SCORING	Each work sample must be administered separately by a trained counselor or evaluator and takes one to two hours to complete. Verbal instruction and demonstration are given to the client and no reading is necessary except when required by the nature of the task. Time, error and, total scores are produced for each work sample.
SCALES/SCORES	Raw scores are converted to percentiles using norm tables for time, error, and total score. Observations of work behavior are also recorded on a five point Likert scale. No overall profile is provided.

NORMS

While not all work samples are normed on all populations, groups include: institutional retarded/sheltered and community living, community college disadvantaged, military, employed worker, industrial worker, skill center employed, deaf, and other.

RELIABILITY AND VALIDITY

Very little data is available on the reliability and validity of the various work samples. Local studies of reliability and validity are encouraged by the publisher. Some content validity information is provided using the Dictionary of Occupational Titles (DOT) worker trait groups.

COMMENTS

The Valpar units are relatively expensive and many are quite large and require significant space to set up and use. Therefore, many users may want to acquire only those units which are related to the type of assessment information needed.

The tasks required by each work sample are relatively abstract and do not directly relate to most jobs.

COST

Components: Priced individually - expensive.
Counselee materials:
- VOICE and Job Readiness Training require take-home workbooks. All others consume 1 to 5 answer sheets per administration - virtually no consumables other than simple one-page answer sheets.

TITLE	Vocational Information and Evaluation Work Sample (VIEWS)
PUBLISHER	Vocational Research Institute (VRI) 2100 Arch Street Philadelphia, PA 19103
POPULATION	Moderate and severely mentally retarded adults.
PURPOSE AND DESCRIPTION	The VIEWS is based on four worker skill groups from the Dictionary of Occupational Titles which are considered most appropriate for the training and employment of mentally retarded persons. There are a total of 16 work samples organized within the four groups as follows: Materials Sorting - Tile sorting, nuts, bolts and washer sorting, valve disassembly, stamping, mail sort, mail count, collating and stapling, nut weighting, nut, bolt and worker assembly, screen assembly. Machine Feeding - machine feeding. Routine Tending - Paper cutting, drill press. Fabricating - Budgette assembly, valve assembly, circuit board assembly.
ADMINISTRATION AND SCORING	The work samples are administered from the least to the most complex in three phases: Demonstration, Training, and Production. No reading is required of the client and all instructions are provided orally by the test administrator. Client assistance is provided during the training phase with scoring taking place during the production phase. Training begins when the client enters the production phase.
SCALES/SCORES	For each work sample, the time score is obtained from a three point scale based on predetermined standards. The quality score is based on number of errors also converted to a three point scale. Time and quality are given equal weight in the total score. Behavior observations are also recorded for each work sample on a client record form.

NORMS

The VIEWS was normed in 1979 on 952 mentally retarded persons with a mean IQ of 53 and an age range of 15 to 61. All norms are reported only for the 1, 2, 3 categories used to describe time and quality (i.e., 1 = top 40%, 2 = middle 20%, and 3 = bottom 40%).

RELIABILITY AND VALIDITY

No reliability or validity data are provided as part of the publisher materials.

COMMENTS

The VIEWS is a relatively expensive system costing approximately $10,000 for the work sample, manuals, forms, and tuition for training at the VRI in Philadelphia.

The relatively scant norms and total absence of reliability and validity information must be considered as shortcomings of the VIEWS.

COST

Complete package: $7,675 including hardware and tools for 16 work samples, training for one evaluator, and a 2-day consultation visit.

Counselee materials: Consumables are estimated at $3.50 per client. Ninety-five percent of all hardware, tools, and machines are non-consumable.

TITLE	Wide Range Employability Sample Test (WREST)
PUBLISHER	Jastak Associates, Inc. 1526 Gilpin Avenue Wilmington, DE 19806
POPULATION	General population, as well as sheltered workshop and industrial settings. Ages 16 through adults.
PURPOSE AND DESCRIPTION	The main purposes of the WREST include: measuring technical skills, providing a standardized method of job skill learning, and assisting in job selection or employability level. Work productivity is measured on the basis of quantity and quality. It is primarily used when placement in competitive employment is doubtful. There are ten work samples: 1. folding 2. stapling 3. packaging 4. measuring 5. stringing 6. gluing 7. collating 8. color matching 9. pattern matching 10. assembling
ADMINISTRATION AND SCORING	The WREST can be administered individually or in small groups of three to six persons. Instructions are given verbally and demonstrated. A photograph is provided to ensure the materials are laid out correctly. Task completion time, as well as number of errors, is recorded.
SCALES/SCORES	Raw scores for time are converted to scale scores. Raw scores are totaled across tasks and converted to standard scores. Ten general work behaviors are rated. All scores are plotted on the summary profile.
NORMS	Time and quality norms are available for the general population, sheltered workshop employees, and an industrial sample. The sheltered workshop and industrial samples include both sexes and an age range from 16 to 55. General population norms are given for six age groups in each sex.

RELIABILITY AND VALIDITY

Test-retest reliability correlations over a three month period were in the .90's. Internal consistency coefficients were .82 for males and .83 for females. Validity is based on correlations between supervisor's ratings and time and error standard scores. The WREST correlated .86 (time) and .92 (quality) with the ratings.

COMMENTS

The WREST appears useful in deciding work placement within a sheltered workshop. Ability to learn work tasks can be assessed since instructions and performance on tasks can be repeated.

More validity data is needed with handicapped populations. Behavioral observations need to be operationalized and rated more objectively.

COST

Specimen set: $26.45 (manual & summary profile).
Counselee materials:
- Employability Sample set without cabinet (reusable) $995.00.
- Employability Sample set with cabinet (reusable) $1,295.00.
- Resupply Kit: (Consumable)
  - Kit (pkg. of 50) $110.00.
  - Summary Profile Forms (pkg. of 50) $8.75.

TITLE	World of Work Inventory (WOWI)
PUBLISHER	World of Work, Inc. 2923 North 67th Place Scottsdale, AZ 85251
POPULATION	Grade 8 through adult.
PURPOSE AND DESCRIPTION	Used for employee selection, career counseling, vocational rehabilitation, and adult/career education classes. WOWI measures temperaments and aptitudes related to career and vocational interests. The 98 multiple-choice items assess the following 6 achievement-aptitude areas: abstractions, spatial-form, verbal, mechanical, electrical, and clerical. Interests are assessed with a 238 item inventory to which the counselee responds "Like", "Neutral", or "Dislike". Scores are reported for 17 career families. Job satisfaction indicators are measured with 180 similar items yielding 12 temperament factors related to those used with the DOT.
ADMINISTRATION AND SCORING	The WOWI may be self-administered or given in a group. It requires 2 hours, 15 minutes for the paper pencil administration and 1 1/2 hours for the computer administration. The test is untimed. A cassette tape is available with instructions for examiners. The answer sheet must be machine scored by the publisher to obtain the Inventory Profile.
SCALES/SCORES	The profile lists client preferences, temperaments, and aptitudes. It also offers a brief summary of the highest scored areas. A guide to the various scales is provided on the reverse side. Clients are given an occupational exploration worksheet to record pertinent data for each area they wish to explore further.
NORMS	Normative groups were developed by sex, age (youth through adult), and educational levels (grades 8-12 plus community, technical, and 4 year college). However, specific information concerning the norm samples is not found in the manual.
RELIABILITY AND VALIDITY	Split-half reliability was determined for each scale. Coefficients for the career interest activity scale and vocational training potentials ranged from .81 to .94 and .89 to .94, respectively. WOWI is lacking in validity data.

COMMENTS	The major disadvantage of WOWI is its length. The aptitude measure appears to be geared toward counselees with less than a high school education. Therefore, it would be most useful for that population. WOWI is also available for an IBM PC-compatible with 128K of RAM.
COST	Basic service per counselee: Non-profit organizations $2.50 per person. Profit making organizations $6.50 per person Statistical summary $10.00. Narrative summary $10.00. Microcomputer version: $3.40 per person plus cost of reusable booklet.

LOCALLY DEVELOPED ASSESSMENT MATERIALS

- Student Interview Forms
- Parent Interview Forms
- Teacher Interview Forms
- Interest or Preference Surveys
- Work Adjustment Checklist

ALDINE I.S.D.

Student Interview

Name of Student____________________ I.D.#____________________ Grade________

DOB________________ Observer____________________________ Date________

I. Background

1. How do you spend your spare time?____________________
2. Do you have any hobbies?____________________
3. Name two or three things you do well.____________________
4. Name any clubs or organizations you belong to.(i.e. church groups, scouts, etc.)____________________
5. What are your educational plans?____________________

II. Skills

1. Have you ever worked before? ____ If so, where?____________________
2. What kind of machines or equipment have you operated in the past? (i.e. electrical, mechanical, etc.)____________________
3. What subject do you like best in school?____________________
4. What are your talents?____________________

III. Career Goals

1. What type of work do you think you can do?____________________
2. Do you like to work with people, data or things?____________________
3. What kind of working conditions do you prefer?____________________
4. What job do you want to be doing in five years from now?____________________
5. What salary do you hope to make?____________________
6. Would you prefer to work inside or outside?____________________

IV. Other Observations:

____

STUDENT____________________DOB:____/_____/_____SCHOOL:_______

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
Special Education Department

VOCATIONAL ASSESSMENT
LEVEL I

II. STUDENT INTERVIEW

A. What types of jobs are you interested in?

____

____

____

B. What things can you do best?

____

____

____

____

C. What do you like to do? (hobbies, interests, etc.)

____

____

____

____

D. What kind of training do you think you need?

____

____

____

____

____
Student's Signature

____
Interviewer's Signature

____
Date

GALVESTON I.S.D.

VOCATIONAL ASSESSMENT

Department of Special Education

Form 10v
Rev 7/85

INFORMATION FROM STUDENT

Student: ______________________________ Date: ______________

1.	Do you usually get along well with most people?	Yes	No
2.	Do you enjoy working with other people?	Yes	No
3.	Have you ever had a part time or summer Job?	Yes	No
	If yes, did you like it?	Yes	No
4.	Would you like to have a job this next summer?	Yes	No

5. What type of work would you like to do?

____

Circle the letter that best describes your behavior or preference. Only circle one letter in each group.

a. I like to work outdoors.
b. I like to work indoors.

a. I like to work with people.
b. I like to work with machines.

a. I like to finish a job as quick as I can.
b. I like to take my time and not hurry on a job.

a. I like to watch television.
b. I like to play games or sports.

a. I don't like people who yell at me.
b. I don't like people who lie to me.

a. I feel most people work hard at their jobs.
b. I feel most people do not work hard at their jobs.

a. I get in trouble at school some time.
b. I never get in trouble at school.

LA PORTE INDEPENDENT SCHOOL DISTRICT
SPECIAL SERVICES DEPARTMENT
VOCATIONAL ASSESSMENT

STUDENT INTERVIEW

USE ONLY BLACK INK

Name of Student________________________________ School________________________

Date of Birth__________________ Age________ Date of Interview________________

1. What kinds of things do you like to do in your spare time?

2. Do you have any hobbies?

3. Do you watch much television? What is your favorite show?

4. Do you have any chores at home? List them.

5. How do you feel about doing these chores?

6. Do you usually do the chores without your parents reminding you to do them?

7. Are there jobs or types of work that you would like to do when you complete school?

8. Are there any jobs that you know you would not like?

9. What are your favorite classes in school, either now or in the past?

10. What are your least favorite classes?

11. Are there any courses you have not had, but would like to take?

LAPORT I.S.D.

STUDENT INTERVIEW
Page 2 of 2

____
Student

12. Do you take part in any school activities? (For example, clubs, sports, office worker) Which ones?

13. In class/on the job, do you prefer working by yourself, with one other person, in a small group, or in a large group?

14. Would you rather have a job where you sat in one place most of the time or a job where you move around most of the time?

15. Would you rather work inside or outside?

16. Would you be willing to work when it is: (Write yes or no)

a. ______	cold	e. ______	dirty
b. ______	hot	f. ______	open space
c. ______	wet	g. ______	closed area
d. ______	dangerous		

17. Do you have a job outside your home now? What is it?

18. Of any outside jobs or work you have done, what are your favorites?

19. What job/career would you choose

now____

in the future____________________________________

____
Signature of Interviewer

ALDINE I.S.D.

Parent Interview

Name of Student ____________________ I.D.# ________________ Grade __________

DOB: ________________ Observer: ______________________________ Date: ________

I. Social Competence in Vocational Education

1. What are ________ hobbies? ______________________________

____

2. Name two or three things __________ does well? ________________

____

3. Does ______________ belong to any clubs or organizations? ________

____

4. How well does ___________ get along with other teenagers/children? __

____

5. Is __________ regular in promptness for arriving at school? ________

____

6. Does __________ respond well to authority? ____________________

____

7. Is _____________ interested in earning money? ______ In what way? ____

____

8. When asked to do a chore at home, does __________ usually complete it? ______________________________________

9. Is _____________ able to make correct change for everyday purchases?

____

II. Career Expectations

1. Has ________ worked before? ______ Where? ____________________

____

2. Any machines or equipment ________ can operate? __________________

____

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3. Where do you feel __________ strengths are? ____________________

____

4. Does ______________ have any limitations which might hamper him/her in job situations? ______________________________________

5. What type of job do you plan for ______________ in relation to his/her abilities? ______________________________________

6. What lifelong job would you be happy for your child to have? ______

____

7. What are your educational plans for your child?

   a. Total academically oriented? ______________________________

   b. Vocationally oriented? ___________________________________

   c. Combination of both of these? _____________________________

III. Other Observations: ____

____

____

____

____

STUDENT: ____________________ DOB: ___/_____/_____ SCHOOL__________

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
Special Education Department

VOCATIONAL ASSESSMENT
Level I

III. PARENT INTERVIEW

A. What kinds of jobs do you see your child having after he/she gets out of school?

B. What things do you think he/she does best?

C. What limitations, if any, do you think he/she has?

D. Do you think your child will go to college?

E. Do you think your child will go to a Vocational Training School?

F. What kind of skills do you think your child needs?

G. When do you expect your child to be self-supporting?

Parent/Legal Guardian Signature

Date

GALVESTON I.S.D.

VOCATIONAL ASSESSMENT

Department of Special Education

Form 9v
Rev 7/85

INFORMATION FROM PARENT

Student: ____________________

Date: ____________________

Dear Parent:

We are in the process of collecting information that will help us plan for your child's educational program at Ball High School. It is very important that you answer the following questions and return this form to us as soon as possible.

To complete the form simply circle the appropriate answer to each question. Thank you for your help and cooperation.

1.	Is your child cooperative and able to work with other people?	Yes	No
2.	Does he/she seem to have a positive attitude regarding school?	Yes	No
3.	Does your child have assigned chores around the home?	Yes	No
	If yes, does he/she usually complete all chores without being reminded?	Yes	No
4.	When your child is assigned a task, does he/she usually continue the task until it is properly done?	Yes	No
5.	Has your child ever had a part time or summer job?	Yes	No
6.	Do you believe that your child is mature for his/her age?	Yes	No
7.	Has your child ever expressed a desire to learn a skill or trade?	Yes	No
	If yes, what skill or trade: ____________________		
8.	Does your child usually obey your rules?	Yes	No
9.	Does he/she generally exhibit good behavior in the community?	Yes	No

LA PORTE INDEPENDENT SCHOOL DISTRICT
SPECIAL SERVICES DEPARTMENT
VOCATIONAL ASSESSMENT

PARENT INTERVIEW

USE ONLY BLACK INK

Name of Student________________________ School__________________

Date of Birth__________________ Age____ Date of Interview__________
(___telephone ___mail ___in person)

Does he/she have any chores at home?

______yard work ______take out trash

______clean room ______make home repairs

______help with cooking/dishes OTHER__________________________

Does he/she accept responsibility at home?

______job assignments ______getting up in the morning

______dressing for school on time ______getting to school on time

______prepares homework assignments OTHER__________________________

Has he/she ever had or presently have a job outside the home? If so, list:

Does he/she seem to prefer working?

______by himself ______with small group (3-5 people)

______with one person ______with large group (4-6 people or more)

Would he/she rather work:

______inside

______outside

Would he/she rather work:

______where he/she sat in one place most of the time

______where he/she moved around most of the time

Is he/she able to stay with an assigned job long enough to complete it?

______yes If yes, approximate length of time:__________________

______no

IV-82 ________________________________
Signature of Person Completing Form
12/85

ALDINE I.S.D.

Teacher Interview

Name of Student______________________________I.D.#__________________Grade____

DOB____________________Observer______________________________Date__________

I. Circle the number which appropriately describes the student.

1. Poor 2. Fair 3. Average 4. Above Average 5. Excellent

1. On time for class	1	2	3	4	5
2. Turns in assignments on time	1	2	3	4	5
3. Completes assigned tasks	1	2	3	4	5
4. Does neat and orderly work	1	2	3	4	5
5. Organizes time and materials	1	2	3	4	5
6. Neat and clean personal appearance	1	2	3	4	5
7. Displays interest in tasks	1	2	3	4	5
8. Exhibits enthusiasm for tasks	1	2	3	4	5
9. Regular in attendance	1	2	3	4	5
10. Displays special ability in one or more areas:____________________	1	2	3	4	5
11. Displays special interests in one or more areas:________________	1	2	3	4	5
12. Seems confident of ability to work with others	1	2	3	4	5
13. Shows ability to adapt to new situations	1	2	3	4	5
14. Does he/she show a positive attitude	1	2	3	4	5
15. Is honest in his dealings with others	1	2	3	4	5
16. Responds well to authority	1	2	3	4	5
17. Prefers activities in groups	1	2	3	4	5
18. Prefers individual activities	1	2	3	4	5
19. Displays social adaption, accommodation to all peers	1	2	3	4	5

II. Other Observations:____

____

____

SE-127 (1981)

STUDENT______________________ DOB___/___/___SCHOOL____________

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
Special Education Department

VOCATIONAL ASSESSMENT
Level I

IV. TEACHER INFORMATION

A. Subject: ____

B. What are the student's work habits?

____
____
____
____
____
____
____

C. What are the student's attitudes toward vocational education?

____
____
____
____
____
____

D. Briefly describe the student's vocational abilities and aptitudes. (Ex: money, handwriting, communication, fine and gross motor, personal hygiene, temperament, responsibility, motivation, etc.)

____
____
____
____
____

____
Teacher's Signature

____
Date

GALVESTON I.S.D.

VOCATIONAL ASSESSMENT
Department of Special Education

Form 8v
Rev 7/85

INFORMATION FROM TEACHER

Student: ______________________________ Date: ______________

Teacher: ______________________________ Position: ______________

Please complete this form by indicating your evaluation of the student in each category. Carefully read the descriptor for each category and circle the rating, using the scale shown below. Ratings should be based upon your judgement of the student's performance, abilities and/or capabilities.

Thank you for your help.

SCALE: 1 = Lowest 2 = Average 3 = Above Average

Category	Descriptor	Score
1. Attitudes	Attitude is positive and cooperative	1 2 3
2. Work Habits	Follows instructions Stays on task Attempts to complete all tasks	1 2 3
3. Job Readiness	Exhibits appropriate maturity	1 2 3
4. Behaviors	Obeys rules and conducts himself appropriately.	1 2 3

Please return form to ______________________________

LAPORT I.S.D.

Page 1 of 3

VOCATIONAL ASSESSMENT
Teacher Questionnaire

USE ONLY BLACK INK

Name of Student ______________________________ School ____________________

Date of Birth ____________ Age _____ Date of Assessment ____________________

		Needs Improvement	Satisfactory	N/A
LANGUAGE:	EXPRESSIVE			
	Clarity of articulation			
	Use of standard sentences			
	Use of correct grammar			
	Rate of speech			
	If nonverbal, communicates with few words/gestures			
	Will make some sort of verbal response when spoken to			
	RECEPTIVE			
	Ability to listen without interrupting frequently			
	Ability to understand standard conversation/ instructions			
	Participation in informal conversation with regular education peers			
PHYSICAL:	General mobility			
	Gross motor coordination state 2 of highest level activities (i.e., reg. P.E., extra-curricular sports):			
	______________________________			
	______________________________			
	Fine motor coordination state 2 of most refined tasks student can perform (i.e., cursive writing, builds models, typing, etc.):			
	______________________________			
	______________________________			
	General appearance			
	Hygiene and Grooming			
	Appropriateness of general attire			
	Estimated physical ability to remain on assigned work job task (1) (2) (3) hours (circle one)			

State any special medical condition, special assistance, special equipment, etc. needed during day:

____

____

		Needs Improvement	Satisfactory	N/A
PERSONAL CHARACTERISTICS:	General maturity and social judgment			
	Compatibility with general group			
	Compliance with requests			
	Motivational level			
	Initiative			
	Creativity			
	Frustration tolerance			
	a. related to people (state general reaction)			
	______________________________			
	______________________________			
	b. related to tasks (state general reaction)			
	______________________________			
	______________________________			
	Attention span			
	Level of distractibility			
	a. to sound			
	b. to visual			
	c. to people			

Works without complaint (personal)	____YES	____NO
Aggressive (verbal, physical, both) (Circle one)	____YES	____NO
Hostile	____YES	____NO
Assertive	____YES	____NO
Demonstrates outgoing behavior	____YES	____NO
Demonstrates withdrawn behaviors	____YES	____NO
Makes eye contact when spoken to	____YES	____NO
Makes eye contact when speaking	____YES	____NO
Impulsive	____YES	____NO

		Needs Improvement	Satisfactory	N/A
WORKER CHARACTERISTICS: (may be projected)	Attendance			
	Punctuality			
	Awareness of safety rules			
	Performance of tasks within his ability			
	Rate of production/work			
	Accuracy			
	Persistence			
	Ability to follow oral instructions (1) (2) (3) stage (circle one)			
	Ability to follow written instructions State about what level/type			
	______________________________			
	______________________________			
	Retention of instructions			
	Positive reaction to supervision			
	Positive reaction to criticism			
	Positive reaction to co-workers/peers comments			
	Ability to act appropriately without responding to undue influence of others			
	Ability to work with a minimum of direct supervision			

MOTIVATED CHARACTERISTICS:

	Needs Improvement	Satisfactory	N/A
Positive response to praise....................			
Positive response to tangible reward (money, points, prizes, etc.).................			
Positive response to competition................			
Positive response to joking/teasing/remarks.....			
Positive response based on social value/self satisfaction (helping others, doing a good job)			

State any special positive and/or negative reinforcers found to be effective: ______________________________

____

	Needs Improvement	Satisfactory	N/A
Ability to accept change........................			
Ability to work with general public.............			
Ability to work in small group (3-5)............			
Ability to work in large group setting/open area			
Ability to work alone...........................			
Ability to work in open, busy area..............			
Ability to work in small closed area............			
Ability to work inside..........................			
Ability to work outside.........................			
Willingness to ask for help when appropriate....			
General reaction to stress/pressure.............			
Ability to work without consistent complaints...			

State any consistent unusual characteristic/ behaviors which would stand out as inappropriate

____

____

ACADEMIC:

	Needs Improvement	Satisfactory	N/A
Functioning math level..........................			
Functioning reading level.......................			
Functioning spelling level......................			
Functioning writing level.......................			

Time:

	Needs Improvement	Satisfactory	N/A
Ability to read standard clock/digital........			
Ability to work time clock....................			
Ability to compute own hours/breaks...........			

Money: (may be estimated)

	Needs Improvement	Satisfactory	N/A
Ability to count accurately in ___dollars ___cents........................			
Ability to compute change accurately..........			
Ability to complete sales ticket..............			
Ability to work cash register.................			
Ability to complete charge card tickets.......			
Ability to compute own wage if hourly.........			
Ability to be responsible for own money.......			
Understanding of the value of money..........			

____
Teacher's Signature

STUDENT OCCUPATIONAL INTEREST SURVEY

1. SPRAY CROPS FROM A PLANE.
2. TAKE DICTATION AND TYPE.
3. BE A DISC JOCKEY OR RADIO ANNOUNCER.
4. OPERATE HEAVY MACHINERY TO CLEAR LAND.
5. TEACH IN A NURSERY SCHOOL.
6. TEST WATER FOR POLLUTION.
7. INTERPRET FOREIGN LANGUAGES.
8. FILL PRESCRIPTIONS IN A DRUG STORE.
9. BE A PROFESSIONAL ATHLETE.
10. WORK ON AN AUTO ASSEMBLY LINE.
11. CATCH AND SELL FISH.
12. WORK IN A SERVICE STATION.
13. STYLE AND CUT HAIR.
14. BE A POLICEMAN.
15. REPAIR TRUCKS AND CARS.
16. RAISE FISH IN A HATCHERY.
17. KEEP RECORDS OF MONEY EARNED AND SPENT BY A COMPANY.
18. TAKE PICTURES FOR A MAGAZINE OR NEWSPAPER.
19. BE AN ELECTRICIAN.
20. MAKE ALTERATIONS ON CLOTHING.
21. ASSIST A VETERINARIAN.
22. ARRANGE AND BOOK APPEARANCES OF SINGERS AND ACTORS.
23. EXAMINE SOIL CONTENT FOR FARMERS AND CONTRACTORS.
24. BE A COACH OR RECREATION WORKER.
25. OPERATE SEWING MACHINES.
26. TRAIN AND CARE FOR ANIMALS.

27. Sell insurance.
28. Work in a health studio.
29. Clerk at a post office.
30. Pilot private planes.
31. Test rocks or soil in a laboratory.
32. Operate a computer.
33. Install or repair television, movie projectors, tape recorders, and radios.
34. Be a dry wall finisher, painter, or paper hanger.
35. Cook or bake in a restaurant.
36. Forecast weather.
37. Design and carve statues and ornaments.
38. Drive an ambulance.
39. Work in scouting or youth organizations.
40. Be a draftsman.
41. Operate sonar equipment on a ship.
42. Buy for a department store.
43. Chauffer cars and limousines.
44. Work in child welfare.
45. Drive trucks.
46. Plant shrubs, trees, and do landscaping.
47. Be a receptionist.
48. Operate a TV camera.
49. Lay bricks or pour concrete.
50. Decorate store windows and displays.
51. Be a game warden.

52. Write for a newspaper or magazine.
53. Learn to be a nurse or nurse's aide.
54. Arrange travel plans for others.
55. Drive a truck.
56. Work as an underwater welder.
57. Be a shipping and receiving clerk.
58. Clerk at a hotel desk.
59. Work in a library.
60. Drive a bus or cab.
61. Farm or raise livestock.
62. Operate office machines.
63. Install or repair telephones.
64. Help build houses.
65. Prepare menus for patients in a hospital.
66. Be a forest ranger.
67. Illustrate greeting cards.
68. Operate an X-ray machine.
69. Wait tables or be a hostess at a resort.
70. Design or repair jewelry.
71. Work as a commercial or scuba diver.
72. Be a salesperson.
73. Launder and dry clean clothes.
74. Operate a city sewage plant.
75. Work as a truck or railroad dispatcher.
76. Arrange flowers for a florist.
77. Make change and count money in a bank.

78. OPERATE AN OFFSET PRESS.
79. INSTALL AND REPAIR PLUMBING FIXTURES.
80. BE A COUNTY OR HOME AGENT.
81. EXTERMINATE PESTS.
82. PLAY GUITAR PROFESSIONALLY.
83. ASSIST A DENTIST AND CLEAN TEETH.
84. SELL TICKETS AND GUIDE TOURS.
85. WORK AS A WELDER.
86. BE A SAILOR OR SEA CAPTAIN.
87. WORK IN AN AUTO PARTS STORE.
88. BECOME A COSMETOLOGIST.
89. WORK AS A FIREMAN.
90. BE AN AIRLINE STEWARD OR STEWARDESS.

STUDENT OCCUPATIONAL INTEREST SURVEY

DIRECTIONS AND ANSWER SHEET

DIRECTIONS: Read each sentence on the Student Occupational Interest Survey. Circle your answer, Y of yes and N for no. Add the number of Y's circled in each row and put the number in the blank at the end of the row.

1. Y N	16. Y N	31. Y N	46. Y N	61. Y N	76. Y N	AN ______
2. Y N	17. Y N	32. Y N	47. Y N	62. Y N	77. Y N	BO ______
3. Y N	18. Y N	33. Y N	48. Y N	63. Y N	78. Y N	CM ______
4. Y N	19. Y N	34. Y N	49. Y N	64. Y N	79. Y N	CS ______
5. Y N	20. Y N	35. Y N	50. Y N	65. Y N	80. Y N	C$ ______
6. Y N	21. Y N	36. Y N	51. Y N	66. Y N	81. Y N	EV ______
7. Y N	22. Y N	37. Y N	52. Y N	67. Y N	82. Y N	FH ______
8. Y N	23. Y N	38. Y N	53. Y N	68. Y N	83. Y N	HE ______
9. Y N	24. Y N	39. Y N	54. Y N	69. Y N	84. Y N	HR ______
10. Y N	25. Y N	40. Y N	55. Y N	70. Y N	85. Y N	MF ______
11. Y N	26. Y N	41. Y N	56. Y N	71. Y N	86. Y N	MS ______
12 Y N	27. Y N	42. Y N	57. Y N	72. Y N	87. Y N	MD ______
13. Y N	28. Y N	43. Y N	58. Y N	73. Y N	88. Y N	PS ______
14. Y N	29. Y N	44. Y N	59. Y N	74. Y N	89. Y N	PV ______
15. Y N	30. Y N	45. Y N	60. Y N	75. Y N	90. Y N	TR ______

NAME: ______141______ GRADE: __________

STUDENT OCCUPATIONAL INTEREST SURVEY

DISCOVERIES:

THE STUDENT OCCUPATIONAL INTEREST SURVEY SHOWED YOU WHICH CAREER CLUSTERS ARE INTERESTING TO YOU. PUT AN X BY THREE OF THE CAREER SYMBOLS FOR WHICH YOU SHOWED THE GREATEST NUMBER OF Y's.

____ AN = AGRI-BUSINESS AND NATURAL RESOURCES
Ex: Farmer, Geologist, Veterinarian

____ BO = BUSINESS AND OFFICE
Ex: File Clerk, Accountant, Computer Operator

____ CM = COMMUNICATIONS AND MEDIA
Ex: Copyreader, Radio Announcer, Camera Operator

____ CS = CONSTRUCTION
Ex: Roofer, Bricklayer, Plumber

____ C$ = CONSUMER AND HOMEMAKING
Ex: Nurse's Aide, Fashion Coordinator, Tailor

____ EV = ENVIRONMENTAL CONTROL
Ex: Forester Aide, Game Warden, Park Ranger

____ FH = FINE ARTS AND HUMANITIES
Ex: Singer, Artist, Newswriter

____ HE = HEALTH
Ex: Nurse, Insurance Clerk, Dental Assistant

____ HR = HOSPITALITY AND RECREATION
Ex: Chef, Library Assistant, Theater Manager

____ MF = MANUFACTURING
Ex: Tool & Die Maker, Cabinetmaker, Stock Clerk

____ MS = MARINE SCIENCE
Ex: Deep Sea Diver, Fisherman, Motorboat Mechanic

____ MD = MARKETING AND DISTRIBUTION
Ex: Buyer, Advertising Manager, Sales Person

____ PS = PERSONAL SERVICE
Ex: Chauffeur, Baby Sitter, Horse Trainer

____ PV = PUBLIC SERVICE
Ex: Teacher, Bank Teller, Mail Carrier

____ TR = TRANSPORTATION
Ex: Truck Driver, Baggage Handler, Service Station attendant

VOCATIONAL PLANNING GUIDE

TO THE TEACHER OR COUNSELOR

Why and how to use the Vocational Planning Guide

The student's successful acquisition of skills which lead to economic independence is a major criteria by which society judges the schools effectiveness. By relating school subjects to career goals the student attaches value to his school experience and affects his own future. Therefore, it is important for school counselors and teachers to provide some structure to assist students in discerning the relationship between school and career goals and to enable students to participate in educational planning.

Because students mature, change, and attain a more realistic view of their capabilities in the progression from grades 6 through 12, the Vocational Planning Guide (V.P.G.) is on-going and flexible. Students are motivated to complete the guide because it is responsive to the universal adolescent developmental need for independence.

Counselors use the V. P.G. to monitor the evolving plans of students and provide suitable guidance in terms of course selection. The V.P.G. also identifies students who need additional counseling by revealing plans which are continually disparate with other test data and students who are unable to make plans.

Teachers use the V.P.G. to provide curriculum that meets individual student needs. Some examples of the guide's uses are: to generate composition assignments in honors English classes; to identify discrepancies between course outlines and student expectations in basic math classes; as a pre test/post test evaluation of course effectiveness in career awareness classes; as a guide for making reading recommendations based on student interests in reading classes; as a guide for relating science to student interests in science classes.

Guidelines for administering the V.P.G. are: 1) Students should be given an explanation of why they are completing the guide and how you as teacher or counselor will use the information. 2) Students should be informed that the guide may be shared with other teachers, counselors, and their parents. 3) Students should be informed that the guide is not binding and that it will be reviewed and revised periodically.

VOCATIONAL PLANNING GUIDE

STUDENT ______________________ GRADE ________ DATE ________

MY I.E.P. = INDEPENDENCE + EMPLOYMENT + PAYCHECK$

I. NAME 3 JOBS OR CAREERS THAT YOU WOULD LIKE TO TRY.

II. NOW LIST THE THINGS YOU WILL HAVE TO DO OR LEARN IN ORDER TO BE SUCCESSFUL AT EACH JOB OR CAREER.

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

III. CIRCLE THOSE ITEMS WHICH YOU THINK YOU CAN ACCOMPLISH IN A SCHOOL YEAR.

KEYE

PROJECT KEYE (KLEIN EVALUATES YOUTH EFFECTIVELY)
7200 SPRING CYPRESS RD. SPRING, TEXAS 77379
KLEIN ISD 713-376-4180

WORK RELATED ENVIRONMENT INFORMATION

People like or dislike their jobs for many reasons. We will show you some of the things they like or dislike about jobs. As I read each one to you, check the answer on the sheet you have that best shows your feelings about the idea. For example, number one says "I would do jobs that are inside all the time." You would check Yes, No, or It Makes No Difference depending on your feelings. Okay, any questions? Let's go and do not get ahead of me.

Y__N__ND__1. I would do jobs that are inside all the time.

Y__N__ND__2. I would do jobs that are outside all the time.

Y__N__ND__3. I would do jobs that happen where it is hot.

Y__N__ND__4. I would do jobs that happen where it is cold.

Y__N__ND__5. I would do jobs that happen where it is wet.

Y__N__ND__6. I would do jobs that happen where it is dirty.

Y__N__ND__7. I would do jobs that help take care of other people.

Y__N__ND__8. I would do jobs that let me work with things and not with people.

Y__N__ND__9. I would do jobs that let me work with people in large groups.

Y__N__ND__10. I would do jobs that let me work with people in small groups.

Y__N__ND__11. I would do jobs that let me do different things day after day after day.

Y__N__ND__12. I would do jobs that let me do the same things day after day after day.

Y__N__ND__13. I would do jobs that have me lift heavy objects.

Y__N__ND__14. I would do jobs that have me do only light tasks.

Y__N__ND__15. I would do jobs that do not have me count.

Y__N__ND__16. I would do jobs that are noisy.

Y__N__ND__17. I would do jobs that are quiet.

Environment Information (Pg. 2)

Y__N__ND__18. I would do jobs that I can do with others.

Y__N__ND__19. I would do jobs that I can do by myself.

Y__N__ND__20. I would do jobs that I can do with people my own age.

Y__N__ND__21. I would do jobs that I can do with girls.

Y__N__ND__22. I would do jobs that I can do with boys.

Y__N__ND__23. I would do jobs that have a man as the boss.

Y__N__ND__24. I would do jobs that have a woman as the boss.

Y__N__ND__25. I would do jobs that do let me have to read.

Y__N__ND__26. I would do jobs that do not let me have to read.

Y__N__ND__27. I would do jobs that do let me have to count to 10.

Y__N__ND__28. I would do jobs that do not let me have to count to 100.

Y__N__ND__29. I would do jobs that let me work with people and not with things.

Y__N__ND__30. I would do jobs that have me work at night.

Y__N__ND__31. I like to work.

Y__N__ND__32. I would like to finish high school.

Y__N__ND__33. I would like a job close by.

Y__N__ND__33. I worry about what other people think.

Y__N__ND__34. I am satisfied with the way I am.

If I could have any job in the world, I would choose: ______________________________

NAME:
AGE:
BIRTHDATE:
MY BEST HAND:

Used at: Brazos Valley MHMR, New Trends Industries, Bryan, Texas

Behavior Observations

I. COOPERATION

- A. Works eagerly
- B. Readily attacks new problems
- C. Average willingness because expected to do task
- D. Performs reluctantly
- E. Refuses
- F. Cooperates consistently
- G. Cooperation varies with nature of problems

II. EFFORT

- A. Works to best of ability
- B. Above average in application of effort
- C. Average in effort
- D. Perfunctory effort: needs encouragement
- E. Refuses
- F. Cooperates consistently
- G. Effort varies with nature of task

III. ACTIVITY

- A. Hyperactive, constantly moving, agitated
- B. Considerable fidgeting
- C. Average activity
- D. Prefers quiet; only active as situation demands
- E. Apathetic
- F. Tempo of activity fairly constant
- G. Tempo varies with nature of task

IV. SKILL

- A. Fine coordination; good control
- B. Better than average coordination
- C. Average coordination
- D. Clumsy; poor coordination
- E. Lack of control; defective coordination

V. VERBALIZATION

- A. Very talkative; relevant, not relevant, avoidance mechanism
- B. Talkative
- C. Average; conversational; relevant to situation
- D. Does not speak spontaneously in strange situation
- E. Speaks reluctantly or only when urged or not at all

VI. SELF CRITICISM

A. Extreme criticism of all behavior
B. Critical of certain responses
C. Recognizes failure or poor work occasionally
D. Satisfied with poor, inadequate work
E. Overemphasizes inadequacies
F. Underestimates inadequacies; boastful

VII. ATTENTION TO INSTRUCTIONS

A. Attends carefully; waits until completed
B. Sufficiently attentive to grasp instructions
C. Usually attends; inattentive to some instructions
D. Does not attend
E. Impulsive, does not wait for instructions

VIII. PERSERVERANCE

A. Can concentrate on task for a long time
B. Can be distracted only by unusual circumstance
C. Can be distracted after short concentration
D. Easily distracted
E. Does not persevere for any length of time

IX. UNDERSTANDING

A. Easily understands problem, anticipates
B. Does not need elaboration to grasp problem
C. Average, may require some elaboration
D. Frequently needs elaboration
E. Seldom understands problem

Used at: Brazos Valley MHMR
New Trends Industries
Bryan, Texas

Criterion for Job Placement

QUANTITY AND QUALITY OF WORK

1. Organization of work method and ability to improve under guidance.
    - a. Follows orderly well-organized work method to accomplish tasks.
    - b. Follows moderately well-ordered work method.
    - c. Tends to become moderately slovenly and disorganized and show only minimal improvement when corrected.
    - d. Tends to become very slovenly and disorganized and does not improve when corrected.
2. Comprehension and carrying out of instructions.
    - a. Does not need attention or supervision in order to retain and incorporate instructions.
    - b. Occasionally needs attention or supervision.
    - c. Cannot retain and incorporate instructions without extremely close supervision.
    - d. Cannot retain and incorporate instructions even with close supervision.
3. Typical speed on production or non-production task.
    - a. Industrially acceptable output rates. (Above 85% of norm).
    - b. Minimimally acceptable industrial output rates. (Above 70% of norm).
    - c. Somewhat below minimally acceptable industrial output rates. (40-70% norm).
    - d. Substantially below industrial average; below shop average. (0-40% norm).
4. Accuracy-quality of work on production or non-production job.
    - a. Generally excellent.
    - b. Generally acceptable.
    - c. Generally borderline.
    - d. Generally poor.

REACTION TO SUPERVISION

1. Amount of direct supervision required for performance.
    - a. Needs virtually no direct supervision.
    - b. Needs less than average amount of direct supervision.
    - c. Needs more than average amount of direct supervision.
    - d. Needs an extreme amount of direct supervision.

2. Effect of foreman's correction on performance.

    a. Performance always or almost always improves.
    b. Performance sometimes remains the same; sometimes improves.
    c. Performance generally remains the same.
    d. Performance generally gets worse.

3. Client's attempts to control his own foreman or to manipulate the worker foreman relationship.

    a. Client generally accepts subordinate role in worker-foreman relationship.
    b. Occasionally attempts to evade instructions and refuses to accept role of subordinate.
    c. Frequently attempts to evade instructions and refuses to accept role of subordinate.
    d. Almost always attempts to evade instructions and refuses to accept role of subordinate.

4. Client's requests for assistance from his own foreman.

    a. Requests are appropriate.
    b. Requests are usually appropriate, but occasionally unnecessary.
    c. Many requests for unnecessary assistance.
    d. Requests are typically inappropriate, and too demanding.

5. What type of supervision is most effective working with the client.

    a. Permissive
    b. Supportive
    c. Matter-of-fact
    d. Firm
    e. Authoritative
    f. Controlling

REACTIONS TO CO-WORKERS

a. Is never or almost never annoyed or irritated by co-workers.
b. Occasionally shows a mild annoyance or irritation with co-workers.
c. Occasionally shows a moderate annoyance or irritation with co-workers.
d. Occasionally shows considerable annoyance or irritation with co-workers, or frequently shows indications of a mild annoyance with them.

WORK ATTITUDES

1. Eagerness to work.
    a. Appropriate: Approach is positive and well motivated toward assigned task.
    b. Dutiful: Shows no signs of interest but does the assigned task.
    c. Indifferent: Will do the assigned task but doesn't particularly want to.
    d. Rebellious: Refuses altogether to do some assigned tasks.

2. Vitality and energy output: work drive.
    a. vitality and energy output adequate for work.
    b. some minor limitations on vitality and energy output.
    c. major limitations on vitality and energy output.
    d. no work drive or energy.

3. Steadiness of work: production task.

    a. Very steady worker during entire daily work period.
    b. Reasonably steady worker during entire daily work period.
    c. Questionable or borderline steadiness during daily work period.
    d. Inadequate or unsatisfactory steadiness during daily work period.

4. Complains about co-workers, foremen or tasks.

    a. Never or almost never voices any complaints.
    b. Voices complaints, but these do not create. problems with either co-workers or supervisors.
    c. Voices complaints which create problems with either co-workers or supervisors, but which are easily managed.
    d. Voices complaints which create problems with either co-workers or supervisors and which are difficult to manage.

5. Acceptance of change in work assignments.

    a. Accepts changes in work assignments and is easily moved from one task to another.
    b. Rarely displays reluctance towards being shifted to another task.
    c. Occasionally displays reluctance.
    d. Frequently displays reluctance.

6. Observance of Safety Rules.

   a. Observes all safety rules without having to be told.
   b. Observes all safety rules but has to be reminded on occasion.
   c. On occasion will not obey a safety rule even after being told.
   d. Will seldom obey a safety rule even after a reprimand.

ASSETS AND LIABILITIES

1. Odd or inappropriate behavior.

   a. Appropriate behavior manifested.
   b. Mildly inappropriate behavior manifested, but this is without significance in the work situation.
   c. Moderately odd or inappropriate behavior manifested which has some adverse significance in the work situation.
   d. Bizarre behavior manifested which has considerable adverse significance in the work situation.

2. Willingness to work at tasks generally regarded as unpleasant.

   a. Willing to work at assigned task.
   b. Slightly unwilling.
   c. Moderately unwilling.
   d. Highly unwilling.

3. Punctuality: morning starting time.
   a. Never or almost never tardy.
   b. Rather rarely tardy.
   c. Occasionally tardy.
   d. Frequently tardy.

4. Punctuality: after rest break and lunch period.
   a. Never or almost never tardy.
   b. Rather rarely tardy.
   c. Occasionally tardy.
   d. Frequently tardy.

5. Conformity to workshop rules and regulations.

   a. Client always or almost always conforms.
   b. Client rather rarely fails to conform.
   c. Client occasionally fails to conform; his infractions, however are rather serious when they occur.
   d. Client frequently fails to conform, and his infractions are generally serious when they occur.

6. Manual dexterity as related to work requirements.

    a. No impairment of manual dexterity as related to work requirements.
    b. Slight impairment.
    c. Moderate impairment.
    d. Severe impairment.

7. Personal appearance and hygiene.

    a. Appropriate dress.
    b. Neat and clean clothes.
    c. Cleanliness, shave, hair-cut, etc.
    d. Body odor, halitosis, teeth, etc.

Used at: Brazos Valley MHMR
New Trends Industries
Bryan, TX 77802

Section V

LOCALLY DEVELOPED PERFORMANCE SAMPLES: MEASUREMENT AND PROCEDURAL CONCEPTS

Work samples make up one aspect of Level III assessment. Conceived most broadly, they may be more appropriately designated as performance samples since they can be constructed to represent any aspect of performance one wishes to assess. Whatever they are called, they may be purchased (see Table II in Appendix B for a list of commercially available work samples) or they may be locally developed. While commercially available work samples have the benefit of being ready to use with norms and other technical support information, they are also very expensive. Furthermore, the norms provided may not be useful for local situations and the necessary technical data (reliability and validity) may be sparse or lacking. For these reasons, it may be desirable to consider locally developed performance samples. To help in making this decision, Brolin (1976) suggested evaluating the commercially available systems by answering the following questions:

1. Does the system take into account expectancy to fail?
2. Does the system take into account academic limitations?
3. Does the system take into account verbal limitations?
4. Does the system take into account experience limitations?
5. Does the system allow for more than one trial on tasks?
6. Does the system allow for repeat instruction and check for comprehension?
7. Does the system have face validity? (i.e., Is the system an accurate assessment of the content presented?)
8. Does the system allow for appropriate conditions for testing? (i.e., Does the system offer pleasant surroundings, orderly administration, and considerations for fatigue of individuals?)
9. Is the system adequately normed on handicapped individuals and the workers who are doing the various types of tasks?

Once the decision is made to construct a performance sample, it is useful to follow a set procedure to make sure that it will possess the necessary technical qualities (i.e., norms, reliability, and validity). In addition, procedures for administration and scoring will need to be developed. Sarkees and Scott (1985) have proposed the following seven basic steps to follow when creating a performance or work sample for use in vocational placement decisions:

1. Survey the local vocational curriculum to determine programs that will be available to students.

2. Based on the information collected, decide which courses are appropriate for work sample development.

3. Analyze the classroom environment and specific tasks to be simulated by the work sample. It is very important that the skills required for the class are the same as those represented in the work sample (i.e., measuring, figuring, etc.) If the skills are not the same, the work sample will not be valid.

4. Design the work sample by developing activities that simulate the tasks expected for a specific class. Keep in mind: (a) prerequisite skills that may be necessary, (b) tools, equipment and materials used on the job, (c) working conditions and the work environment associated with the class, and (d) criteria for successfully completing the work sample.

5. Determine how the work sample will be explained and/or demonstrated to special needs learners. It is critical to have the sample reviewed by the classroom teacher who actually teaches the class before using it as an assessment tool. Vocational teachers should become actively involved in the work sample development when they realize that it is being used specifically for their class.

6. Establish scoring criteria. The vocational teacher should identify what will be expected of students who complete the work sample. Considerations in scoring may include: (a) desirable work habits, (b) quality and quantity of work produced, and (c) time required to complete the work sample.

7. Pre-test the work sample with special needs learners before using it as an evaluation tool in your program. This procedure will help to identify any problems that might arise while you are administering the work sample.

The process of collecting and analyzing data to provide for technical adequacy of locally developed measures should be incorporated into the last step in the Sarkees and Scott list. The following sub-sections provide a brief overview of the technical concepts and procedures necessary to develop norms, reliability, and validity data.

Measurement Concepts

Norms

Norms are standards against which the performance of all those being measured can be compared. In order to develop them it is necessary to collect a relatively large number of scores (30 or more) on any group for which norms are desirable. For example, norms for EMR or LD students or for successful trainees regardless of handicap or disadvantages may be what is desired. Whatever the norm group, it is necessary to administer the instrument under typical conditions and collect all of the raw scores as input to the norming process. From this point it is necessary to decide what form the norm will take. For example, norms can be developed using averages and a measure of variability for any meaningful sub-set of clients. Averages are typically represented by arithmetic means or medians and variability is described using frequency distributions, ranges or standard deviations. Two of the most typical scales for norms are percentiles and standard scores. Percentiles range from 1 to 99 and describe the proportion of individuals who score at or below a given score. Standard scores may be of many types (e.g., IQ measures use standard scores which typically have a mean ($\bar{X}$) of

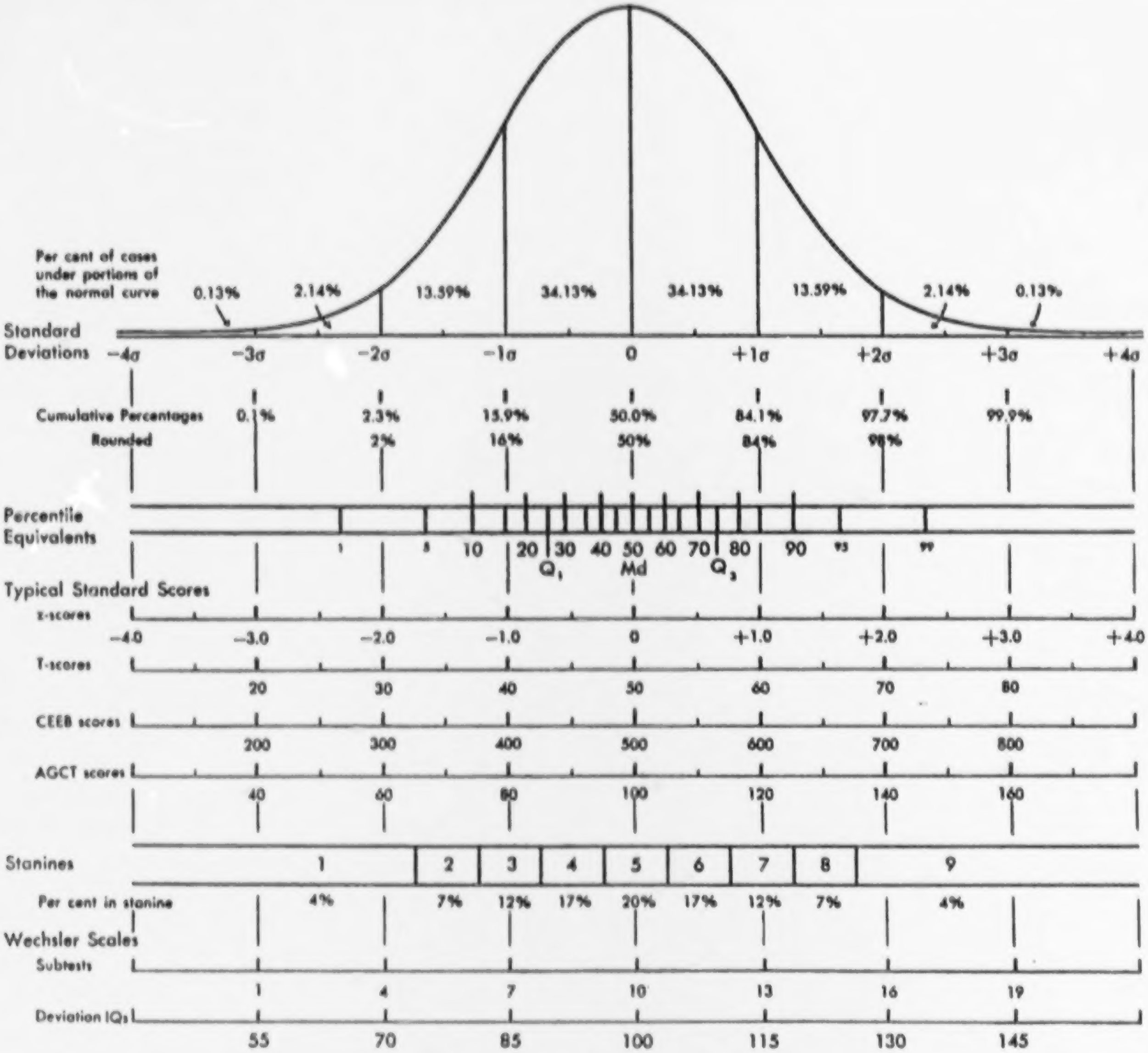
100 and a standard deviation (SD) of 15 or 16), and the most common are shown in Figure 1 along with their relationship to the normal curve and to percentile scores.

An even more useful form of providing norm information is through expectancy tables. In an expectancy table, obtained scores (raw, percentile or standard scores) are used as one dimension of a two way table and observed criterion behavior collected from the norm group is presented on the other dimension. One typical type of expectancy table compares obtained score to success criteria such as successful completion of a program or job placement. With this approach, it is possible to relate each score on the performance sample to a probability of obtaining the criterion behavior (e.g., for past clients who scored like this, three out of four completed the program).

Reliability

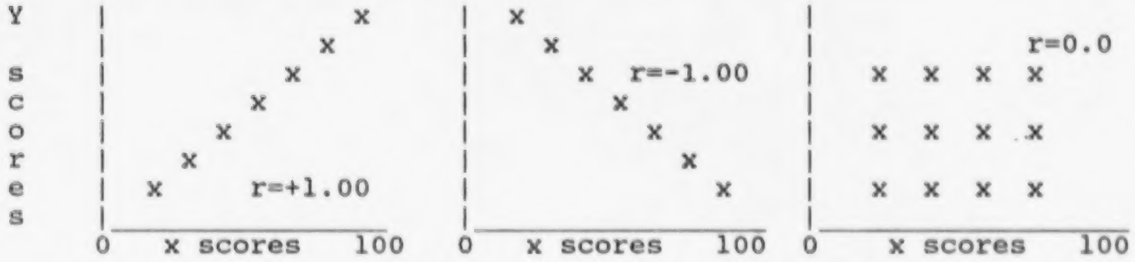
Reliability is the extent to which our measurement is consistent. The most straightforward measure of reliability is an assessment of whether we get the same information if we measure a characteristic twice. The primary tool for assessing reliability is the correlation coefficient which is an indices which ranges from +1.00 to -1.00 representing a perfect positive or negative relationship. A correlation of 0.0 represents no relationship, positive or negative. Visually, it is easy to see what a correlation (r is the symbol) looks like. The figures at the top of page V-6 depict a perfect positive and negative correlation, as well as a zero correlation.

TEST SERVICE BULLETIN



NOTE: This chart cannot be used to equate scores on one test to scores on another test. For example, both 600 on the CEEB and 120 on the AGCT are one standard deviation above their respective means, but they do not represent "equal" standings because the scores were obtained from different groups.

Figure 1. Percentile and standard scores as related to the normal curve. (From Psychological Corporation: Test Service Bulletin).



For test-retest reliability purposes, the correlation between two sets of scores collected a short time apart should be positive and as close to 1.00 as possible, but between .70 and .90 is usually considered adequate. A second approach that uses only one administration of a test is internal consistency reliability. The KR-20 and KR-21 formulas are commonly used to compute this form of reliability. While the KR-21 is easier to compute it is an underestimate of what one would obtain using the KR-20 formula. Therefore, if the KR-21 coefficient is relatively high (i.e., above .70) the reliability is probably adequate. No matter which measure of reliability is used, the best method of increasing reliability is to add more items or observations to the instrument.

When working with performance samples, one of the most useful measures of consistency is inter-rater reliability. Using this approach the degree of consistency or agreement between two raters can be obtained by computing the correlation between two raters (or scorers) on the same performance sample. If different persons using the assessment device do not agree on the score(s) obtained, decisions based on the score will be capricious and more a function of who administered the assessment rather than what the individual assessed can do. The inter-rater approach to reliability is also useful for all types of checklists and other behavioral observation instruments.

Validity

Validity is defined as the extent to which we are measuring what we intend to measure. The first type of validity to consider is content validity and with performance samples this is probably the most important type of validity. If one follows closely the first four steps in the Sarkees and Scott list, there is a reasonable probability that content validity can be achieved. Beyond this, it would be useful to obtain other evidence of validity of an empirical type. This can be done by using the correlation coefficient described above to relate scores on the performance sample to some external criteria (e.g., success in training or on the job). When attempting to gather criterion-related validity of this type it is important not to use the original performance sample scores for any placement decisions so that the natural relationship between the instrument and the criteria can be obtained. Typically validity coefficients are much lower than reliability coefficients with correlations rarely exceeding .50.

Resources and Examples

Resources

The measurement concepts described above can become quite complex and it is recommended that technical assistance be sought for those who do not have the training. Anastasi (1982) has authored an excellent text that provides a thorough description of these important measurement concepts. However, with the availability of statistical packages for microcomputers the actual computations are within easy reach of every teacher, counselor, and assessment specialist. A specially designed software package is provided with this handbook which will provide the needed descriptive statistics and other technical data. A complete description of this package and its capabilities is contained in Appendix C.

Examples

The performance sample itself need not be highly complex. Its major components are instructions for administration and for the client or student being assessed (including materials and equipment needed, and procedural steps) and a scoring sheet. Three examples of a locally developed performance sample are provided in the last part of this section. A Generic Performance Sample Rating Scale (GPSRS) is also included to be used with any of the three examples. In addition, a Book Stand Rating Scale (BSRS) is provided to be used specifically with the Book Stand Performance Sample. While the examples themselves are quite simple and do not represent substantial work related skills, they do provide a model for the more complex instruments that would be appropriate. Also, the rating scale that needs to accompany each performance sample should be specifically developed to assess the particular behaviors important to the job training under consideration (the BSRS is an example of a specific rating scale). As an exercise in developing norms and assessing reliability it may be beneficial to practice using the software provided to construct a norm table or compute inter-rater reliability using either the GPSRS or the BSRS.

Instructions For Administering
The Apple Peeling Performance Sample

This performance sample should be administered by someone trained or experienced with apple peeling. For increasing and assessing the reliability of the observations, it is recommended that more than one person observe and rate the performance. Either the Generic Performance Sample Rating Scale (GPSRS) or a rating scale constructed specifically for the Apple Peeling Performance Sample may be used.

Materials & Equipment Needed

One large apple - ripe for eating or cooking.
One paring knife.
A bag for peelings.
A board for cutting.
A hand towel.

Procedure To Follow

(To be read to the examinee in its entirety before starting.)

1. Pick up the apple and knife and cut the skin from the apple by holding the apple in one hand and the knife in the other.

2. Make the peeling approximately 1/2 inch wide and as long as possible. The ideal is to have one long peeling for the entire apple.

3. Remove only the peeling, cutting as little apple as possible.

4. Work as fast as you can.

5. Place the finished apple on the board and cut in half for eating. Place the peelings in the bag provided.

Instructions For Administering
The Paper Snowflake Performance Sample

This performance sample should be administered by someone trained or experienced with making paper snowflakes. For increasing and assessing the reliability of the observations, it is recommended that more than one person observe and rate the performance. Either the Generic Performance Sample Rating Scale (GPSRS) or a rating scale constructed specifically for the Paper Snowflake Performance Sample may be used.

Materials & Equipment Needed

Several sheets of 8 1/2 x 11 inch paper.
One pair of sharp scissors.
A 12 inch ruler.
A pencil.

Procedure To Follow (To be read to the examinee in its entirety before starting--also, demonstrate the correct procedure by making one snowflake.)

1. Fold the paper in half on the long side, measure center at the fold and mark.
2. Measure 1 inch in from each of the lower corners, mark and connect each mark with center point to form a triangle.
3. Fold each end on the line towards the center and crease hard.
4. Fold in half way from the flaps and crease hard.
5. Cut off folded ends away from point on a straight line.
6. Place mark on the fold at 1 1/2 inches from the point and draw a line to far corner.
7. Draw a line parallel with and 1/2 inch from the cut end.
8. Cut out inside triangle and cut off tip at 1/2 inch from point.
9. Unfold and press flat.

Instructions For Administering
The Book Stand Performance Sample

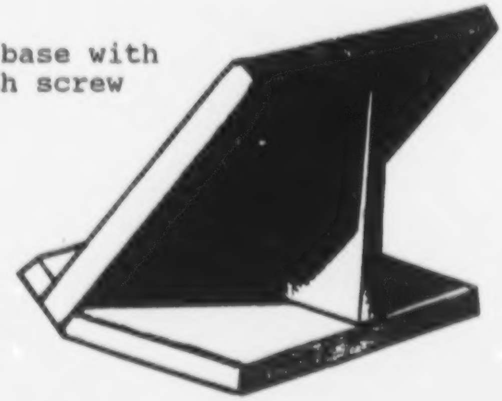
This performance sample should be administered by someone trained or experienced with assembling the book stand. For increasing and assessing the reliability of the observations, it is recommended that more than one person observe and rate the performance. Either the Generic Performance Sample Rating Scale (GPSRS) or the Book Stand Rating Scale (BSRS), specifically designed for use with this performance sample, may be used.

Materials & Equipment Needed

Four wood pieces of book stand.
Five screws of different lengths.
Picture of finished book stand.
Phillips Screwdriver.
One book of average size.
A stop watch.

Procedure To Follow (To be read to the examinee in its entirety before starting.)

1. This is a timed test so work as quickly as possible.
2. Study the picture of the book stand below to determine how it should look when finished.
3. Examine all materials before starting, work continuously after beginning.
4. Attach the ledge to the book stand face with two short screws (match letters A & B).
5. Attach triangle to book stand base with one short and one medium length screw (match letters C & D).
6. Attach base to face with one long screw.
7. Place book on stand so it can be read.



BOOK STAND RATING SCALE

Directions: While observing the performance sample, rate the examinee's behavior on the following items by circling the appropriate number. A 1 equals a low rating, and a 5 equals a high rating. One point should be subtracted from the top score of 5 for each error observed unless otherwise noted in the item. A score of 5 represents a perfect performance on the item.

	LOW				HIGH
1. Ledge attached to face correctly.	1	2	3	4	5
2. Triangle attached to base correctly.	1	2	3	4	5
3. Base attached to face correctly.	1	2	3	4	5
4. Book placed on stand upon completion in a usable way.	1	2	3	4	5
5. All instructions followed exactly as written.	1	2	3	4	5
6. Screws used correctly (inserted and tightened without a stop).	1	2	3	4	5
7. Safety of procedure (subtract one point for each time screwdriver slips from slot).	1	2	3	4	5
8. Continuous work pace. (Subtract one point for each stop of more than 5 seconds.)	1	2	3	4	5
9. Examinee expressed positive orientation towards task (subtract one point for each negative comment).	1	2	3	4	5
10. Time to complete task (5 = 2 min. or less; subtract 1 point for each additional 15 seconds).	1	2	3	4	5

GENERIC PERFORMANCE SAMPLE
RATING SCALE

Directions: While observing the performance sample, rate the examinee's behavior on the following items by circling the appropriate number. A rating of 1 equals strongly disagree, while a rating of 5 equals strongly agree. The greater the agreement the better the examinee has performed.

	STRONGLY DISAGREE				STRONGLY AGREE
1. The instructions were followed correctly.	1	2	3	4	5
2. The technique used was appropriate to the task.	1	2	3	4	5
3. The time taken to perform the task was reasonable.	1	2	3	4	5
4. The task was performed in a safe manner.	1	2	3	4	5
5. The finished product was usable.	1	2	3	4	5
6. The examinee avoided inappropriate behavior during performance of the task.	1	2	3	4	5
7. The examinee was able to communicate an understanding of the task.	1	2	3	4	5
8. The examinee appeared to be interested in the task.	1	2	3	4	5
9. The examinee could probably make a living at this task.	1	2	3	4	5
10. I would be willing to employ the examinee to perform this task if I had an appropriate job opening.	1	2	3	4	5

REFERENCES

Anastasi, A. (1982). Psychological testing. New York, NY: MacMillan

Brolin, D. E. (1976). Vocational preparation for retarded citizens. Columbus, OH: Charles E. Merrill.

Sarkees, M. D., & Scott, J. L. (1985). Vocational special needs (2nd ed.) Alsip, IL: American Technical Publishers.

Section VI

WRITING VOCATIONAL ASSESSMENT REPORTS

Introduction

The purpose of a vocational assessment is to identify individual characteristics, strengths and limitations, and education, training and placement needs. The results are used to set goals, develop programs, and make placement decisions. The assessment links the learner to all other remediation and accommodation activities. Vocational assessment reports are vital to maintaining the link between the special needs learner and appropriate services.

Report writing is one of the most important activities in the vocational assessment process because it provides a written document communicating vital vocational information about the student. The report provides a permanent record of significant vocational data that can be used in helping students achieve their vocational potential.

While verbal reports may sometimes suffice, the written report should also be completed so this valuable information is not lost. The process of writing helps the evaluator to organize observations, information, and data about the student into a logical and thorough conceptual framework. The evaluator should begin the evaluation process by looking at the referral questions, collecting data, developing hypotheses, and finally drawing conclusions.

Reports should be clear, concise, and relatively brief. Most individuals are primarily interested in the summary and recommendation sections of the report. The objective is to convey all of the important information in these sections. Remember, a quality report is determined by its usefulness to others.

There are several types of reports which may be utilized in presenting vocational assessment information. However, all of these types should contain some basic information. Reports should have a section containing identification of the student including name, age, and date of birth. Depending on the needs of the school system, other pertinent information may be included such as social security number, race, sex, and address.

Another section should state the reason for the assessment. This section is important because it is the basis and perspective for the entire report.

Reports should contain background information about the student. It is important to note the student's academic performance, work experience and relevant social history. Pertinent medical information, such as medication, disability, and diagnoses may also be stated here.

Behavioral observations are included in a separate section. This allows the evaluator to describe the student's reaction to various tests and work tasks. It is helpful to include specific examples of behaviors so the reader can readily understand the situation and draw conclusions about the meaning of the behaviors.

The section on test results should give an interpretation of each test that was administered. Relative strengths and limitations should be pointed out as well as their effect on vocational goals.

The summary section should provide a clear, concise summary of all the information. Vocational strengths and limitations should be discussed, as well as vocational interests. Since this section is often the most used, it should convey all of the important vocational information about the student.

The final report section contains the vocational recommendations. Goals and objectives should be stated specifically. Outline those strategies, treatments and interventions which can be used in achieving the recommended goals.

A format for vocational assessment which contains the above information is presented on page VI-5. A vocational assessment report should contain all of these sections, but the order of the sections may vary based on preference and needs of the local school district.

Several types of reports for both Level II and III assessment are in common use. Examples of these are provided at the end this section.

A computer report, such as that provided by the Apticom, is generated by the computer and requires little input from the evaluator after the test is administered. While it is convenient and time saving, it lacks the synthesis and interpretation provided by an evaluator.

A brief narrative report conveys the pertinent information in a brief fashion. While communicating the basic information, they lack the depth of interpretation provided by a full narrative report.

The full narrative report allows for presentation and interpretation of all data collected including client interview, observations, and input from teachers. While this is a distinct advantage, there are also disadvantages. The quality of narrative reports depends on individual writing style and judgment. Reports may be lengthy, wordy, full of jargon, and reflect the bias of the writer.

Each school district and evaluator should decide which type of report best meets their needs. The most important factor is generating a written report after completing the vocational assessment so a permanent record of the results is available.

References

Andrew, J. D., & Dickerson, L. R. (Eds.) (1974). Vocational evaluation: A resource manual. Menomonie, WI: University of Wisconsin-Stout.

Esser, T. J. (1974). Effective report writing in vocational evaluation and work adjustment programs. Menomonie, WI: Materials Development Center.

Vocational Assessment Report Format

IDENTIFYING INFORMATION

Name:	Grade:
Date of Birth:	Date of Assessment:
Age:	Examiner:

REASON FOR REFERRAL

- Who referred the student
- Reason for assessment - Be specific

BACKGROUND INFORMATION

- Description of Student
- Education, social, work, medical information

BEHAVIORAL OBSERVATIONS

- Test Observations
- Classroom Observations

SOURCES OF INFORMATION

- List all tests/work samples
- Interviews with student/parent/teacher

TEST RESULTS

- Interpretation of each procedure used

SUMMARY

- Vocational Strengths
- Vocational Limitations
- Vocational Interests

RECOMMENDATIONS

- Vocational objectives and how they can be achieved
- Be specific.

* Attach profiles or graphs that may assist others in understanding this report.

Vocational Assessment Computer Report - Level II Example

APTICOM A5

NAME: ID#: DATE: SEPT. 1986
FACILITY: HIGH SCHOOL

REMARKS:

REPORT OPTIONS SELECTED

BATTERIES INCLUDED:

APTITUDE TEST BATTERY
OCCUPATIONAL INTEREST INVENTORY

REPORT FORMAT:
COMPREHENSIVE SCORE REPORT

VOCATIONAL RECOMMENDATIONS:
WORK GROUPS WITH NARRATIVE AND JOB TITLES

LEGEND:
APTITUDE CODES
INTEREST AREAS
GENERAL EDUCATION DEVELOPMENT
SPECIFIC VOCATIONAL PREPARATION

DATA BASE:
APTITUDE TEST BATTERY, 9TH GRADE WITH SEM
OCCUPATIONAL INTEREST INVENTORY, PREVOCATIONAL

REPORTS INCLUDED

APTITUDE TEST BATTERY, COMPREHENSIVE SCORE REPORT
OCCUPATIONAL INTEREST INVENTORY, COMPREHENSIVE SCORE REPORT
VOCATIONAL RECOMMENDATIONS:
WORK GROUPS WITH NARRATIVE AND JOB TITLES

APTICOM A5

NAME: ID# DATE:

APTITUDE TEST BATTERY
COMPREHENSIVE SCORE REPORT

SECTION I. SUBTEST SCORES

The table below presents subtest raw scores, number of items attempted, and standard scores which correspond to raw scores. Raw scores report the number of correct answers on perceptual and cognitive tests or the number of cycles completed in the motor coordination or dexterity tests. Standard scores show how your raw scores compare to scores achieved by a group if adults who were given these tests. A standard score of 100 is exactly average. Scores from 80 to 120 can be thought of as "in the average range."

SUBTEST		RAW SCORES	NUMBER OF ATTEMPTS	STANDARD SCORES
1	Object Identification	12	12	69
2	Abstract Shape Matching	20	20	109
3	Clerical Matching	6	6	61
4	Eye-Hand-Foot Coordination	48	48	105
5	Pattern Visualization	17	17	102
6	Computation	9	9	83
7	Finger Dexterity	20	20	94
8	Numerical Reasoning	7	7	70
9	Manual Dexterity	49	49	115
10	Word Meanings	5	5	54
11	Eye-Hand Coordination	54	54	66

APTICOM A5

NAME: ID#   DATE:

APTITUDE TEST BATTERY
COMPREHENSIVE SCORE REPORT

SECTION II. INDIVIDUAL APTITUDE PROFILE

The profile reports and graphically presents your aptitudes as standard scores and as percentile scores. Both types of scores involve the comparison of your performance against the performance of 9th graders.

The aptitude codes, listed in the column on the far left, are defined in the legend at the end of the last report. Different groups of aptitudes are important in different jobs. Aptitude scores are created by combining and/or recomputing subtest scores. An aptitude score of 100 is exactly average. Scores from 80 to 120 can be thought of as "in the average range." The graph of your aptitude scores displays your relative strengths. Differences between these scores are important in career planning. Percentile scores report the percentage of people who score below you. (Adjusted scores, reported in the far right column, can be explained to you by your counselor.)

```
                                                                (ADJUSTED)
CODE  SCORE      BAV        AVG        AAV      % STANDINGS       (SCORE)
 G      89    . ......  ..X.......  ...... .          29              94
 V      68    . ...X.   ..........  ...... .           6              73
 N      95    . ......  ...X......  ...... .          40             100
 S     106    . ......  .......X..  ...... .          62             112
 P      98    . ......  ....X.....  ...... .          46             104
 Q      73    . .....X  ..........  ...... .           9              83
 K      81    . ......  .X........  ...... .          17              90
 F     105    . ......  .....X....  ...... .          60             114
 M     120    . ......  .........X  ...... .          84             128
 E     105    . ......  .....X....  ...... .          60             116
```

APTICOM A5

NAME: ID# DATE:

OCCUPATIONAL INTEREST INVENTORY
COMPREHENSIVE SCORE REPORT

The U.S. Department of Labor divides all jobs into twelve groupings (Interest Areas) based on the kinds of activities workers do in each one (see legend for complete descriptions). This report shows how closely your interests match these activities to help you choose the kind of work you will most enjoy.

SECTION I. INTEREST AREA SCORES AND PERCENTILES

Your total number of "LIKE", "?", and "DISLIKE" answers for each Interest Area appears below. Percentile scores show the percentage of other people who gave fewer "LIKE" answers than you did in each area. A percentile score of 50 shows average interest; 70 or higher shows above average interest. Under M / F are percentiles comparing your answers to males (M) and females (F) separately. Under M / F you should focus on the percentile for your own sex.

INTEREST AREA	LIKE	?	DISLIKE	PERCENTILE (TOTAL)	PERCENTILE (M / F)
01 ARTISTIC	9	0	0	82	88/76
02 SCIENTIFIC	0	0	0	16	16/16
03 PLANTS/ANIMALS	5	0	0	79	80/78
04 PROTECTIVE	3	0	0	50	45/54
05 MECHANICAL	1	0	0	25	23/61
06 INDUSTRIAL	0	0	0	28	28/23
07 BUSINESS DETAIL	1	0	0	36	54/17
08 SELLING	0	0	0	18	23/13
09 ACCOMMODATING	0	0	0	13	17/ 9
10 HUMANITARIAN	0	0	0	15	23/ 6
11 LEAD/INFLUENCE	2	0	0	34	42/25
12 PHYS. PERFORMING	9	0	0	86	79/93

APTICOM A5

NAME: ID#: DATE:

OCCUPATIONAL INTEREST INVENTORY
COMPREHENSIVE SCORE REPORT

SECTION II. INDIVIDUAL INTEREST PROFILE

The profile below lets you see and compare your standard scores for the twelve Interest Areas. Like percentile scores, standard scores are based on a comparison of your totals of "LIKE" answers to other people's totals. An average standard score is anywhere from 91 to 110. An "X" under AVERAGE means you show about the same amount of interest in that Interest Area as most people. An "X" under High means that you show more than average interest in that area.

```
INTEREST AREA           SS      LOW          AVERAGE        HIGH

01  ARTISTIC           121  .............   . . . . . .  ..X..........
02  SCIENTIFIC          83  ...........X.   . . . . . .  .............
03  PLANTS/ANIMALS     115  .............   . . . . . .  .X...........
04  PROTECTIVE          94  .............   X . . . . .  .............
05  MECHANICAL          89  ............X   . . . . . .  .............
06  INDUSTRIAL          88  ............X   . . . . . .  .............
07  BUSINESS DETAIL     85  ...........X.   . . . . . .  .............
08  SELLING             83  ...........X.   . . . . . .  .............
09  ACCOMMODATING       78  .........X...   . . . . . .  .............
10  HUMANITARIAN        81  ..........X..   . . . . . .  .............
11  LEAD/INFLUENCE      87  ............X   . . . . . .  .............
12  PHYS. PERFORMING   125  .............   . . . . . .  ...X.........
```

SECTION III. INDIVIDUAL PROFILE ANALYSIS (IPA)

The IPA makes a comparison among your totals of LIKE answers for all twelve Interest Areas. The interest areas listed below are the ones that stand out above your own average level of interest.

HIGH INTEREST AREAS
01 ARTISTIC
03 PLANTS/ANIMALS
12 PHYS. PERFORMING

Look over your percentile scores, Standard Scores, and IPA. Explore your most consistently high Interest Areas further by reading in the Guide for Occupational Exploration (GOE) (U.S. Department of Labor, 1979). Work with your counselor to find job choices which combine your interests as much as possible and which match your abilities.

APTICOM A5

NAME: ID#: DATE:

VOCATIONAL RECOMMENDATIONS

The U.S. Department of Labor has divided jobs into sixty-six OAP's (Occupational Aptitude Patterns) based upon similarity of aptitude score requirements. The sixty-six OAP's are closely related to the Work Groups which are described in the Guide for Occupational Exploration (U.S. Department of Labor, 1979).

Each of the Work Groups listed below falls within your strongest Interest Areas, as assessed by the APTICOM Occupational Interest Inventory. These Interest Area titles are reported above the associated Work Groups for which you have qualified on the basis of your aptitude scores.

For each Work Group title listed below you will find the associated OAP number, with required critical aptitude scores, as well as the Work Group number (GOE XX.XX).

Listed beneath the general Work Group information are some representative job titles from the Work Group.

Listed to the right of each job title is the corresponding DOT (Dictionary of Occupational Titles) occupational code number, the General Educational Development (GED) requirements for math and language and a rating for the length of Specific Vocational Preparation (SVP) that is typically required. Your counselor will be able to tell you how to find a DOT number/job title and its corresponding job description in the Dictionary of Occupational Titles. GED and SVP rating definitions are reported in legends at the end of the vocational Recommendations Report.

APTICOM A5

INTEREST AREA 01 ARTISTIC

OAP 06 S 090 P 085 M 085
GOE 01.06 CRAFT ARTS

Workers in this group apply artistic techniques, fabricate, decorate or repair a variety of products, and reproduce photographs and graphic or printed materials. They use engraving and etching precision equipment, knives and chisels, paint brushes and power tools to work wood, stone, clay, metal, and gemstones, or embellish objects made from all of these materials.

Refer to pages 28 to 31 in the Guide for Occupational Exploration.

Job Title	DOT #	GED Req		SVP Req
		M	L	
Gift Wrapper	299.364	2	1	3
Jeweler	700.281	3	3	7
Engraver Aprentce,Decrtiv	704.381	2	2	7
Engraver, Hand, Soft Metal	704.381	2	2	7
Enameler	740.684	2	2	4
Distresser	763.687	1	2	3
Painter, Sign	970.381	3	3	7
Painter Helper, Sign	970.664	2	3	5
Offset-Plate Maker	971.381	2	2	6
Process Stripper	972.281	2	2	7
Lithographic Plate Maker	972.381	3	3	8
Transferer	972.381	1	1	6
Photographer-Lithographic	972.382	2	3	7
Paste Up Copy Camera Oper	979.381	3	2	8
Sketch Maker	979.381	1	1	4
Engraver, Rubber	979.581	1	1	6
Roller Engraver, Hand	979.681	2	2	7
Engraver	979.684	1	1	6

Refer to pages 11 to 14 in Selected Characteristics of Occupations from the Dictionary of Occupational Titles (U.S. Department of Labor, 1981) for the complete listing of jobs within this Work Group.

APTICOM A5

NAME: ID#: DATE:

VOCATIONAL RECOMMENDATIONS
BASED UPON
ADJUSTED APTITUDE SCORES

Listed below are additional Work Groups which you may wish to consider. Although you do not "technically" qualify for these Work Groups there is the possibility that your attained scores underestimate your true aptitude. You must also recognize, however, that your adjusted scores may overestimate your true aptitude.

INTEREST AREA 03 PLANTS/ANIMALS

OAP 13 K 085 M 085
GOE 03.03 ANIMAL TRAINING AND SERVICE

Workers in this group take care of animals of many kinds, and train them for a variety of purposes.

Refer to pages 57 to 58 in the Guide for Occupational Exploration.

Job Title	DOT #	GED Req		SVP Req
		M	L	
Exerciser, Horse	153.674	1	1	3
Animal Ride Attendant	349.674	1	2	2
Animal Caretaker	410.674	1	1	4
Stable Attendant	410.674	1	1	2
Animal Keeper	412.674	2	2	4
Horseshoer	418.381	2	2	6
Dog Groomer	418.674	2	3	4
Dog Bather	418.677	2	2	2
Aquarist	449.674	2	2	4

Refer to pages 31 to 31 in Selected Characteristics of Occupations from the Dictionary of Occupational Titles (U.S. Department of Labor, 1981) for the complete listing of jobs within this Work Group.

INTEREST AREA 03 PLANTS/ANIMALS

OAP 14 K 085 M 080
GOE 03.04 ELEMENTAL WORK: PLANTS AND ANIMALS

Workers in this group perform active physical tasks, usually in an outdoor, nonindustrial setting. They work with their hands, use various kinds of tools and equipment, or operate machinery.

Refer to pages 59 to 63 in the Guide for Occupational Exploration.

APTICOM A5

Job Title	DOT #	GED Req M	GED Req L	SVP Req
Yardworker	301.687	2	2	2
Farmworker, Rice	401.683	2	2	5
Farmworker, Vegetable I	402.663	2	3	4
Harvestworker, Vegetable	402.687	1	1	1
Vine Pruner	403.687	1	1	1
Plant Propagator	405.361	4	4	6
Grndskpr, Indstrl-Comrcl	406.684	1	2	3
Lawnservice Worker	408.684	2	2	4
Weeder-Thinner	409.687	1	1	1
Milker, Machine	410.685	1	1	2
Farmworker, Poultry	411.584	2	2	3
Chick Sexer	411.687	1	2	4
Laborer, Poultry Farm	411.687	1	2	2
Game-Farm Helper	412.684	2	2	3
Faller	454.384	1	2	6
Grader Tender	521.685	1	1	3
Sorter, Agric. Prod.	529.687	1	1	2

Refer to pages 33 to 36 in Selected Characteristics of Occupations from the Dictionary of Occupational Titles (U.S. Department of Labor, 1981) for the complete listing of jobs within this Work Group.

APTICOM A5

NAME: ID#: DATE:

LEGENDS

APTITUDE CODE:

G - Intelligence; General Learning Ability (based upon a weighted combination of subtests 05, 08, and 10) - The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. General Learning Ability is closely related to doing well in school.

V - Verbal Aptitude (based upon subtest 10) - The ability to understand meanings of words and to use them effectively; the ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs.

N - Numerical Aptitude (based upon a weighted combination of subtests 06 and 08) - The ability to perform arithmetic operations quickly and accurately.

S - Spatial Aptitude (based upon subtest 05) - Ability to think visually of geometric forms and to comprehend the two dimensional representation of three-dimensional objects; the ability to recognize the relationships resulting from the movement of objects in space.

P - Form Perception (based upon a weighted combination of subtests 01 and 02) - Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q - Clerical Perception (based upon subtest 03) - Ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

K - Motor Coordination (based upon subtest 11) - The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly.

F - Finger Dexterity (based upon subtest 07) - The ability to move fingers and manipulate small objects with fingers, rapidly and accurately.

M - Manual Dexterity (based upon subtest 09) - Ability to move hands easily and skillfully. To work with hands in placing and turning motions.

E - Eye-Hand-Foot Coordination (based upon subtest 04) - The ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

APTICOM A5

NAME: ID#: DATE:

INTEREST AREAS:

01 Artistic - Expressing ideas in creative ways.

02 Scientific - Collecting and studying data from the natural world. Using results to solve problems in medicine, life sciences and natural sciences.

03 Plant/Animals - Working with plants and animals, most often outdoors.

04 Protective - Using authority to protect people and property.

05 Mechanical - Using mechanical laws to solve real-life, everyday problems.

06 Industrial - Repeating operations on physical objects in factory settings.

07 Business Detail - Clearly defined and ordered tasks that require attending to details correctly, mostly in office settings.

08 Selling - Using a sales approach to get others to take a point of view.

09 Accommodating - Meeting the needs and wishes of others on a one-to-one basis.

10 Humanitarian - Helping others with their mental, spiritual, social, physical or work related needs.

11 Lead / Influence - Leading others through activities requiring high level language and math skills.

12 Physical Performing - Athletic or daring feats done in front of an audience.

APTICOM A5

NAME: ID#: DATE:

SVP LEGEND:

LEVEL	TIME
1	Short demonstration.
2	Anything beyond short demonstration up to 30 days.
3	Over 30 days and up to and including 3 months.
4	Over 3 months and up to and including 6 months.
5	Over 6 months and up to and including 1 year.
6	Over 1 year and up to and including 2 years.
7	Over 2 years and up to and including 4 years.
8	Over 4 years and up to and including 10 years.
9	Over 10 years.

APTICOM A5

NAME: ID#: DATE:
GED LEGEND:
LEVEL

LANGUAGE:

4 - Reading:
Read novels, poems, newspapers, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias.

Writing:
Prepare business letters, expositions, summaries, and reports using prescribed format, and conforming to all rules of punctuation, grammar, diction and style.

MATH:

Algebra:
Deal with system of real numbers; linear, quadratic, rational exponential; logarithmic, angle, and circular functions and inverse functions; related algebraic solution of equations and inequalities; limits and continuity, and probability and statistical inference.

Geometry:
Deductive axiomatic geometry, plane and solid; and rectangular coordinates.

Shop Math:
Practical application of fractions, percentages, ratio and proportions.

LANGUAGE:

3 - Reading:
Read a variety of novels, magazines, atlases and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work.

Writing:
Write reports and essays with proper format, punctuation, spelling and grammar, using all parts of speech.

MATH:

Compute discount, interest, profit and loss; commission, markups and selling price; ratio and proportion and percentages. Calculate surfaces, volumes, weights and measures.

Algebra:
Calculate variables and formulas, monomials and polynomials; ratio and proportion variables; and square roots and radicals.

Geometry:
Calculate plane and solid figures, circumference, area and

volume. Understand kinds of angles, and properties of pairs and angles.

LANGUAGE:

2 - Reading:
Passive vocabulary of 5,000 - 6,000 words. Read at a rate of 190 - 215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in the dictionary for meaning, spelling and pronunciation.

Read instructions for assembling model cars and airplanes.

Writing:
Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

MATH:
Add, subtract, multiply and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

LANGUAGE:

1 - Reading:
Recognize meaning of 2,500 (two or three syllable words). Read at a rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.

Writing:
Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.

MATH:
Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint and quart; inch, foot and yard; and ounce and pound.

*** END OF APTICOM A5 REPORT 14 PAGES PRINTED ***

Vocational Assessment Brief Narrative Report - Level II Example

NAME: Larry Student	GRADE: 11th
DATE OF BIRTH: 4-6-68	DATE OF ASSESSMENT: 2-16-87
AGE: 18 yrs. 10 mos.	EXAMINER: V. Evaluator

REFERRAL/BACKGROUND INFORMATION

Larry was referred for a vocational assessment by the ARD Committee to determine:

- vocational competency and potential
- vocational interests
- strategies to assist him in obtaining his vocational potential

SOURCES OF INFORMATION AND TEST RESULTS

McCarron-Dial Work Evaluation System Instruments	T-Score*
Wechsler Adult Intelligence Scale-Revised (WAIS-R)	
VERBAL I.Q. : 62	
PERFORMANCE I.Q. : 63	
FULL SCALE I.Q. : 60	56
Peabody Picture Vocabulary Test-Revised (PPVT-R)	
STANDARD SCORE: 62	54
Bender Visual Motor Gestalt Test (BVMGT)	
TOTAL ERRORS: 7	57
Haptic Visual Discrimination Test (HVDT)	
RIGHT CORRECT: 28	56
LEFT CORRECT: 27	55
McCarron Assessment of Neuromuscular Development (MAND)	
FINE MOTOR : 338	56
GROSS MOTOR: 277	64
TOTAL MOTOR: 615	61
Observational Emotional Inventory (OEI)	
TOTAL SCORE: 27	56
Dial Behavior Rating Scale (BRS)	
RAW SCORE: 49	57
Street Survival Skills Questionnaire (SSSQ)	
TOTAL CORRECT: 144	59

* A T-Score of 50 is average for an adult mentally disabled population.

Wide Range Interest Opinion Test (WRIOT)

High interest areas: clerical, mechanical, biological
Low interest areas: drama, management, protective services

BEHAVIORAL OBSERVATIONS

Task attention for five minutes.
Attempted all tasks.
Stopped working when criticized.
Talked to others when should be working.

SUMMARY STATEMENTS

Verbal Cognitive: Mild range of mental retardation
Upper extended workshop

Sensory: Mild Dysfunctions
Upper extended workshop

Motor: FINE : Mild deficits, upper extended workshop
GROSS: Minimal deficits, transitional range
TOTAL: Minimal deficits, transitional range

Emotional: Moderate problems
Upper extended workshop

Integration Coping: Moderate deficits
Upper extended workshop

Vocational Competency Level:
CURRENT : Upper extended workshop
POTENTIAL: Transitional level

Vocational Strengths: Motor Skills
Basic Academic Skills
Ability to follow directions

Vocational Weaknesses: Attention to task
Slow productivity
Difficulty accepting criticism
Unable to cope with stress
Inappropriate interactions with others

RECOMMENDATIONS:

1. Six months to one year of work adjustment training (sheltered worskshop placement) focusing on:
   - increasing work speed
   - ability to handle criticism and job stress
   - increasing attention to task
   - employability skills training
2. Consider job placement after work adjustment training as a plant nursery worker, farm hand, or lawn crew worker. Supported employment or job coach should ease transition to community employment.
3. Vocational and social counseling to:
   - develop realistic vocational goals
   - learn appropriate interaction skills

V. Evaluator, M.A.
Educational Diagnostician

Vocational Assessment Full Narrative Report - LEVEL III Example

IDENTIFYING INFORMATION

Name: Kay
Date of Birth: 11-20-67
Age: 18 years, 7 months

Grade: 12th
Date of Assessment: 6/16, 6/20, 6/27/86
Examiner: V. Evaluator

REASON FOR REFERRAL

Kay was referred by the ARD committee:
- to determine her present level of vocational competency
- to determine her vocational potential
- to detemine strategies/treatment/training which will assist her in achieving her potential
- to determine Kay's vocational interests

BACKGROUND INFORMATION

Kay is an 18 year old white female who anticipates graduating from high school in May 1987. She currently resides at home with her mother. Kay has limited vocational experiences. She worked briefly at a local plant nursery last summer,but was requested to leave this program due to behavioral problems including refusal to complete certain work tasks, temper tantrums, and yelling at supervisors. Kay also worked last summer with the Meals on Wheels program. While behavior problems were not exhibited here, her supervisor reported she would not rehire Kay due to her inflexibility in completing tasks and difficulty in initiating tasks and working alone.

BEHAVIORAL OBSERVATIONS

Kay was generally pleasant and cooperative during the evaluation period. She exhibited some difficulty in following instructions, frequently requiring clarification or demonstrations. She appeared to lack confidence in her ability to complete some tasks as evidenced by such comments as "this is tricky" or I'm not sure about that." Kay's performance on most tasks was slow and she did not respond to requests to work more quickly. Kay began crying during one fine motor task on which she was having difficulty. She reported being upset about her boyfriend. After leaving the room to get a drink, she calmed down and returned to complete the task.

SOURCES OF INFORMATION

McCarron-Dial Work Evaluation System:
- Wechsler Adult Intelligence Scale - Revised (WAIS-R)
- Peabody Picture Vocabulary Test - Revised (PPVT-R)
- Bender Visual Motor Gestalt Test (BVMGT)
- Haptic Visual Discrimination Test (HVDT)
- McCarron Assessment of Neuromuscular Development (MAND)

Purdue Pegboard

Valpar Component Work Samples:
- Valpar 2 - Size Discrimination
- Valpar 3 - Numerical Sorting
- Valpar 7 - Multi-level Sorting
- Valpar 11 - Eye-Hand-Foot Coordination

Wide Range Interest Opinion Test (WRIOT)

TEST RESULTS

Verbal Cognitive

The Results of the WAIS-R (Full Scale IQ = 73) suggest Kay is currently functioning within the borderline range of intelligence. This places her at about the 4th percentile which means that 96% of Kay's peers would be expected to attain a higher score. Relative strengths were noted in reasoning ability and concept formation, while less ability is noted in mental arithmetic, basic math, and nonverbal organization. Visual motor speed appears slow suggesting a possible neurological problem. (Please review Kay's psychological report of 2/14/85 by Dr. Ph.D. Psychologist for complete results.)

Receptive vocabulary skills, as measured by the PPVT-R, reveal similar intellectual functioning (Standard score = 80). Kay correctly identified such words as confiding, emission, and constellation, but was unable to recognize fatigued, tranquil and exterior. These verbal cognitive scores fall within the transitional level of vocational competency on the McCarron-Dial profile. Kay appears able to communicate and understand complex relationships and concepts, but may have difficulty generalizing these concepts to new situations. She appears aware of her special needs and their impact on her life. Kay can probably follow simple verbal and written instructions. She can be expected to perform most previously learned tasks with little time needed for reorientation.

Sensory

Kay's scores on the HVDT and BVMGT suggest few problems in visual discrimination and fall within the community range of employment (T-score = 68). She can discriminate pattern, texture, shape, and position of objects with little difficulty. Kay demonstrates the necessary skills to attend to work tasks with little structuring of the physical environment. She would be expected to align, stack and position items without perceptual guides.

These scores represent Kay's highest scores on the McCarron-Dial profile, suggesting a relative strength in this area. This information should be utilized in vocational planning.

Motor

Kay's total motor T-score of 48 reveals moderate motor deficits which fall within the lower extended range of vocational competency. A significant discrepancy was noted between Kay's fine motor score of 58, which indicates mild deficits at the upper extended workshop range and her gross motor score of 40, suggesting severe deficits falling within the work activity range. These scores represent Kay's lowest factor area and a relative weakness on her profile.

Productivity on motor tasks will probably be quite low with frequent errors. Kay would be expected to acquire a wide variety of tasks that require less than ten to fifteeen minutes to complete.

A factor analysis of the MAND reveals a relative weakness in kinesthetic integration, which involves the ability to maintain balance, equilibrium, and body position, and muscle power. Kay was unable to perform a heel-toe walk or stand on one foot for more than a few seconds. This, along with Kay's poor muscle power, suggests that she should have a job that does not require heavy lifting or balance.

Relative strengths were noted in bimanual dexterity, the ability to coordinate two hands in performing a task, and persistent control, the ability to focus attention and regulate arm-hand movement. While these scores represent relative strengths for Kay, they are significantly below the normal population.

Kay's scores on the Purdue Pegboard, a fine motor dexterity test, were significantly below that of industrial applicants. She will probably not perform well at tasks requiring fine motor coordination.

Predicted Vocational Competency and Productivity

The results of the McCarron-Dial evaluation suggest that Kay is currently functioning at the upper extended workshop range for vocational competency. Current earnings are expected to be at 44% of minimum wage, while predicted earnings after one year of training would be approximately 65% of minimum wage.

Emotional factors and integration coping skills would affect these predictions and should be considered in vocational planning. Kay's previous work history and school behavior suggest that these factors would probably lower predicted earnings.

Valpar Component Work Samples

Kay's performance on the work samples was significantly below that of entry level workers. She demonstrated a poor ability to peform work tasks requiring visual size discrimination, as both work speed and accuracy were below the entry level. Her accuracy on tasks requiring the use of numbers and numerical series was good, but time to complete the task ranged from 5% to 21% when compared to entry level performance. Kay's speed on sorting objects by color, color -number, color-letter, and color-letter-number was 30% of entry level worker performance, but accuracy was below 5%. She demonstrated a poor ability to perform tasks requiring eye-hand foot coordination, by sacrificing accuracy for speed.

These results suggest that Kay works significantly slower than an entry level worker. When she increases speed, Kay's work quality is lowered. In order to be employed in a community job, Kay will need to learn to perform quality work at a faster pace.

Interest Areas

The WRIOT was administered to determine Kay's vocational interests. Kay's highest interest areas were obtained in arts, sales, personal service, and athletics. Some art jobs in which Kay reports interest are clothing designer, interior decorator, and floral arrangement. Sales jobs include store clerk, tour guide and manicurist. Personal service would include such jobs as dishwasher, gardener, hotel maid, mail sorter, and housekeeper.

Areas of low interest were protective service, physical science, and mechanics. Kay would probably not enjoy such jobs as safety guard, draftsperson, bookbinder, or factory worker.

Kay would prefer to work at tasks indoors that involve some movement and activity, rather than sitting mainly in one place.

SUMMARY

Kay is an 18 year old white female who is a senior in high school. She appears to be currently functioning within the borderline range of intelligence. Verbal cognitive scores fall within the transitional level of vocational competency suggesting Kay can follow most simple verbal instructions.

A relative strength appears in Kay's sensory skills, which are similar to individuals employed in the community. She demonstrates mild deficits in fine motor skills and severe deficits in gross motor skills. Overall motor functioning falls within the lower extended workshop range. Kay will probably not perform well at tasks requiring balance, heavy lfiting, or fine motor coordination.

Kay's vocational competency level falls within the upper extended workshop range. Earnings after one year of training should approximate 65% of minimum wage. This suggests that Kay would need work adjustment training prior to vocational placement.

Kay's performance on the Valpar Work Samples was significantly below that of an entry level worker. She performs work tasks accurately, but at a very slow speed. Increased speed results in poor work quality.

Kay demonstrates interest in the following areas: arts, sales, personal service, and athletics. Personal service probably represents a realistic and suitable area for Kay to pursue vocational training and job placement.

Vocational Strengths
- Ability to follow simple instructions
- Reading recognition
- Spelling
- Sensory skills

Vocational Limitations

Fine motor skills
Gross motor skills
Mathematics
Reading comprehension
Emotional factors

RECOMMENDATIONS

1. Six months to one year of work adjustment training focusing on:
   - increasing work speed
   - ability to handle criticism and job stress
   - relating well with coworkers
   - increasing frustration tolerance

2. Consider job placement in the area of personal service after successful completion of work adjustment training. Shadow training might be used to help make a successful transition to community job placement.

3. Continue counseling to improve self concept, develop realistic vocational goals, and learn to relate appropriately with others.

V. Evaluator, M.Ed.
Educational Diagnostician

Section VII

INTERPRETING AND USING VOCATIONAL ASSESSMENT DATA

Introduction

Two pragmatic purposes of assessment are:

(1) to identify and classify those learners with handicaps and/or disadvantages, and

(2) to gather specific information helpful in planning instruction for a particular learner.

It is this second purpose that must be carefully considered so that the diagnostic potential of vocational assessment information will become meaningful to the teacher and other users.

Hunt (1975) reinforced the importance of assessment to guide teaching when he critically reported that assessment should tell a teacher what kinds of assignments and curricular materials a student can utilize to foster their psychological development and help them obtain the knowledge and skills needed to adapt to their culture. He felt that the form of psychological assessment most prevalent in education failed to do this. Vocational assessment must work together with all other assessments for a practical end--that of providing meaningful education and training in preparation for the successful transition from school to work.

The results of assessment should always give an indication of a student's strengths and limitations. Federal legislation actually calls for the assessment to determine "present levels of performance". What is most important is that teachers are able to use assessment information for planning 1) remediation, and/or 2) accommodation approaches to their instruction.

Remediation is the technique one uses to build skills or knowledge in deficit areas thereby correcting a response or behavior to bring about success for a given student. Accommodation is the process by which the teacher or student modifies the task or environment, or uses special equipment to make a task more manageable. For example, a student's inability to add a series of two-digit numbers can be addressed through remediation by drill and practice sessions in addition. This same math deficit can be addressed through accommodation by teaching the student to use a calculator.

Accommodation and remediation are not mutually exclusive. It is sometimes the best tactic to give a student accommodation techniques or devices while continuing instruction for remediation of the deficit.

Brown (1982), at the University of Minnesota, developed a similar instructional model. His "3-C Model" consists of 1) correction, 2) compensation, and 3) circumvention. The first two components are synonymous with remediation and accommodation with the third being a strategy for avoiding a task altogether if the first two strategies are not successful.

In summary, the key to the most advantageous use of assessment information is to review the data, summarize it in a meaningful way, and apply the information gained to the classroom setting to achieve successful instruction.

Levels I and II Vocational Assessment

In order to facilitate this process the Student Vocational Assessment Module (SVAM) has been developed for use with Levels I and II vocational assessment information. A description of each of the forms in the SVAM and their intended use follows. The reader may want to review the SVAM, which is included at the end of this section, before proceeding.

Level I Summary of Records (Form 1)

Because such a large volume of Level I assessment data is usually available, a one-page summary is provided to categorize the significant information for each student. Based upon this summary, it is possible to determine how each student's strengths or limitations relate to instruction. By analyzing the records in this manner, classroom techniques do not seem so far removed from assessment findings.

Level I Summary of Interviews (Form 5)

Interviews with the student, parents, and teachers are an integral part of Level I assessment. While the forms necessary to collect this information are often lengthy, the summary needs to be relatively brief and capture the most important information. For the interviews themselves Student Interview (Form 2), Parent Interview (Form 3), and Teacher Interview (Form 4) schedules are provided. Transcribing the information obtained from these interview schedules to the Level I Summary of Interviews (Form 5) should provide a concise compilation of the most relevant information.

Level II Aptitude and Interest Summary (Form 6)

The purpose of this form is to summarize the student's performance on one or more aptitude tests and interest inventories. The information recorded here is then reviewed to determine the student's strengths or limitations based on aptitude information and realism of stated or inventoried interest.

Summary of Strengths and Limitations (Form 7)

This form is to be used for a synthesis of all previously identified strengths and/or limitations. After all such characteristics are listed, it is imperative to prioritize those which are most appropriate for remediation and/or accommodation. Certainly all limitations would be candidates for instruction, but those which impact upon a student entering vocational training, and eventual job placement, must be addressed at the earliest possible time.

Implications for Programming (Form 8)

The final form in the SVAM is to be used with those high priority limitation areas previously identified. The intention here is to provide an opportunity to make specific remediation and/or accommodation strategy recommendations as well as program placement decisions, thus tying assessment directly to instruction.

Level III Vocational Assessment

The majority of handicapped and disadvantaged students can be adequately assessed through Level I and II approaches. However, if interpretation of this information does not provide a sufficient basis for a placement decision, a Level III assessment may be necessary. The two primary categories of Level III assessment are exploratory experiences and work or performance samples. Students most likely to need assessment via work samples are those who are severely or multiply handicapped. These should be administered by individuals with sufficient training and experience to make the information obtained reliable and valid. However, both handicapped and disadvantaged students could be assessed through the use of exploratory experiences. While this approach still takes practice, it can be done by teachers, counselors, and other local staff.

When Level III assessment is undertaken it is most likely to provide the needed information if a list of specific referral questions are developed. Forms 7 and 8 could be utilized for Level III assessment as well as a narrative report similar to the examples provided in Section VI. Lastly, it may be useful to develop a rating scale or checklist such as those described in Section V to use with locally developed performance samples or exploratory experiences.

In Summary

Although no educator needs more paperwork, the tools described here should make the job of relating the usually unwieldly, and often meaningless, data in a student's assessment folder to the all important decision of program placement and instruction both easier and more meaningful. Assessment and instruction are valuable components of an "appropriate education". It is the intent of this section to enhance the relationship between the two thereby improving students' vocational preparation.

References

Brown, J. M., & Kayser, T. R. (1982). The transition of special needs learners into post-secondary vocational education. (68-72). Minneapolis, MN: Minnesota Research and Development Center for Vocational Education, University of Minnesota and the Vocational Technical Division of Minnesota State Department of Education.

Hunt, E. (1975). Cognitive theory applied to individual differences. In W. K. Estes (Ed.), Handbook of learning and cognitive processes (Vol. 1). New York: Erlbaum.

Student Vocational Assessment Module

Forms Included:	Page
1. Level 1 Summary of Records	1
2. Student Interview	2
3. Parent Interview	4
4. Teacher Interview	5
5. Level 1 Summary of Interviews	8
6. Level 2 Aptitude and Interest Summary	9
7. Summary of Strengths and Limitations	10
8. Implications for Programming	11

Name of Student ______________________________

____

Prepared By _________________________ Date ________

Additional Information By:

____________________________ Date ________
____________________________ Date ________
____________________________ Date ________
____________________________ Date ________
____________________________ Date ________
____________________________ Date ________

Name of Student ______________________________ SVAM Page 1 of 11

LEVEL 1 SUMMARY OF RECORDS

STRENGTH	LIMITATION

MATH

grade level_____ functioning level: below same above
+ one digit two digit
- without regrouping with regrouping
x knows facts 1-9 YES NO
÷ one divisor multiple divisors

measurement
liquid YES NO
linear YES NO
temperature YES NO

fractions YES NO decimals YES NO percentages YES N0

money: counting YES N0
transactions YES N0

READING

word attack grade level_____
comprehension grade level_____
functioning level: below same above

WRITTEN LANGUAGE

grade level_____
functioning level: below same above

INTELLIGENCE

VERBAL: above avg. avg. below avg.
PERFORMANCE: above avg. avg. below avg.
FULL SCALE: above avg. avg. below avg.

ATTENDENCE Absent per semester 0 - 9 10 - more

MEDICAL DATA

Vision within normal limits YES NO
Hearing within normal limits YES NO
Physical handicaps/limitations YES NO
if yes, describe ______________________________

LEARNING STYLE

Adequately receives information: Auditorily YES NO
Visually YES NO
Hands On YES NO
Multi-Sensory YES NO

BEST modality: ____________________

STUDENT INTERVIEW

SVAM Page 2 of 11

Name of Student ______________________ School ________________

Date of Birth _____________ Age ______ Date of Interview _________

1. What kinds of things do you like to in your spare time?

2. Do you have any hobbies?

3. Do you watch much television? What is your favorite show?

4. Do you have any chores at home? List Them.

5. How do you feel about doing these chores?

6. Do you usually do the chores without your parents reminding you to do them?

7. Are there jobs or types of work that you would like to do when you complete school?

8. Are there any jobs that you know you would not like?

9. What are your favorite classes in school, either now or in the past?

10. What are your least favorite classes?

11. Are there any courses you have not had, but would like to take?

Source: LaPorte ISD

Name of Student ____________________ SVAM Page 3 of 11

12. Do you take part in any school activities? (For example: clubs, sports, office worker) Which ones?

13. In class/on the job, do you prefer working by yourself, with one other person, in a small group, or in a large group?

14. Would you rather have a job where you sat in one place most of the time or a job where you move around most of the time?

15. Would you rather work inside or outside?

16. Would you be willing to work when it is: (Write yes or no)

a. ___ cold

b. ___ hot

c. ___ wet

d. ___ dangerous

e. ____ dirty

f. ____ open space

g. ____ closed area

17. Do you have a job outside your home now? What is it?

18. Of any outside jobs or work you have done, what are your favorites?

19. What job/career would choose

now ____

in the future ____

____

Signiture of Interviewer

Source: LaPorte ISD

PARENT INTERVIEW

Name of Student ____________________ School __________________

1. Has your child ever done work for which he/she has been paid? Please describe.

2. (Is) Was he/she successful in work situations?

3. What kind of occupation/job do you expect your child to have when he/she finishes school?

4. What skills does your child need to be successful in this job?

5. What type of career (job/occupation) does your child seem interested in at this time?

6. Are there particular vocational education courses you want your child to take to prepare for later employment?

7. What are your child's strengths?

8. What do you think the school can do to build on these strengths?

9. What are you child's limitations?

10. With which of these limitations do you think the school can help your child?

11. Does your child exhibit responsibility at home "usually"/ "sometimes"/ "rarely"?

12. Are you aware of any behaviors that might interfere with your child's getting and holding a job?

13. When do you expect your child to be financially independent?

____

Signature of Parent

Source: Klein ISD

TEACHER INTERVIEW

Name of Student ____________________ Grade __________ Date ____________
Teacher's Name ____________________ Subject / Course ______________

I. JOB SKILLS

A. Quality

_____ work has to be done over often
_____ work occasionally needs repeating
_____ does a good job most of the time

Comments:

B. Quantity

_____ completes appropriate amount of work within a given time period
_____ leaves most of work unfinished
_____ completes task most of time

Comments:

C. Supervision

_____ cannot perform assigned task without supervision and encouragement
_____ needs periodic prompting to see task through to completion
_____ initiates appropriate independent action

Comments:

II. WORK BEHAVIOR

A. Appearance/Grooming

_____ acceptable appearance
_____ unacceptable appearance

Comments:

B. Personal habits and manners

_____ says "thank you" "please", etc. at appropriate times
_____ does not interrupt others
_____ often exhibits inappropriate behavior

Comments:

C. Effort

_____ refuses to exert effort
_____ average in effort
_____ consistently works to best of ability

Comments:

Source: Fort Bend ISD

D. Self Criticism

______ recognizes failures on poor work, attempts to correct
______ recognizes failures, responds only with frustration
______ satisfied with poor, inadequate work

Comments:

E Response to Criticism from Others

______ belligerent
______ average accepting of criticism
______ very accepting of criticism

Comments:

III. TIMING

A. Punctuality

______ frequently late
______ occasionally late
______ rarely late

Comments:

B. Attendance

______ very frequently absent
______ occasionally absent
______ rarely absent

Comments:

IV. INTERPERSONAL SKILLS

A. Social-Personal

______ tends to withdraw or keep to self
______ appears ill at ease in the presence of others
______ pleasant, outgoing

Comments:

B. Peer Relationships

______ has social problem with most, while not having close relationship with any
______ mixes well with own select few; has open conflict with some
______ mixes well with own select few, does not bother other students
______ mixes well with whole group

Comments:

Name of Student ____________________

C. Cooperation/Attitude

_____ refuses to cooperate
_____ performs reluctantly
_____ works eagerly
_____ cooperation varies with nature of the problem or task

Comments:

D. General Activity Level

_____ apathetic, slow, disinterested attitude
_____ constantly moving, agitated, considerable fidgeting
_____ apropriate activity level

Comments:

E Reaction to Change

_____ able to accept change
_____ not able to accept change

Comments:

F. Attention

_____ Attention span so short as to be negligible
_____ will pay attention if importance is stressed
_____ usually pays close attention
_____ good attention span

Comments:

G Comprehension

_____ unable to comprehend oral instruction
_____ unable to comprehend written instruction
_____ able to comprehend both oral and written instruction

Comments:

H. Communication

_____ can communicate adequately with peers and general public
_____ often has difficulty comunicating thoughts and ideas
_____ unable to clearly communicate

Comments:

LEVEL 1 SUMMARY OF INTERVIEWS

Name of Student ____________________ School ______________

PARENT INTERVIEW

EXPECTATIONS:

REGULAR VOC PROG.	SPECIAL VOC. PROG.	JOB ENTRY FOLLOWING HS GRAD.	TECHNICAL SCHOOL	COLLEGE

WORK EXPERIENCE: No Yes ________________________________

BEHAVIOR : Usually exhibits acceptable behavior for situation Yes No

RESPONSIBILITY:

EXHIBITS INDEPENDENCE	NEEDS PERIODIC REMINDERS	NEEDS FREQUENT REMINDERS	DOES NOT SHOW RESPONSIBILITY WITHOUT DIRECT SUPERVISION

SPECIFIC JOB PARENTS FEEL SON/DAUGHTER MOST SUITED:

STUDENT INTERVIEW

EXPECTATIONS:

REGULAR VOC PROG.	SPECIAL VOC. PROG.	JOB ENTRY FOLLOWING HS GRAD.	TECHNICAL SCHOOL	COLLEGE

WORK EXPERIENCE: No Yes ________________________________

INTERESTS: VOC. PROGRAM ________________________________

JOB ____

JOB PREFERENCES: Indoor Outdoor

With others Alone

People Data Things

TEACHER INTERVIEW

BEHAVIOR : Usually exhibits acceptable behavior for situation No Yes

RESPONSIBILITY:

EXHIBITS INDEPENDENCE	NEEDS PERIODIC REMINDERS	NEEDS FREQUENT REMINDERS	DOES NOT SHOW RESPONSIBILITY WITHOUT DIRECT SUPERVISION

RESPONSE TO AUTHORITY: USUALLY POSITIVE YES NO
INTERPERSONAL SKILLS: USUALLY ACCEPTABLE YES NO
FOLLOWS DIRECTIONS: USUALLY SOMETIMES NEVER

Name of Student ____________________ SVAM Page 9 of 11

LEVEL 2 APTITUDE AND INTEREST SUMMARY

APTITUDE

STANDARDIZED TEST: ______________________________________

Circle quality of student performance (Above Average, Average, or Below Average). Mark strengths and limitations only in areas measured by specific instrument/s administered.

				STRENGTH	LIMITATION
SPATIAL RELATIONS	ABOVE AVG.	AVG.	BELOW AVG.		
MECHANICAL REASONING	ABOVE AVG.	AVG.	BELOW AVG.		
FINE MOTOR COORDINATION	ABOVE AVG.	AVG.	BELOW AVG.		
GROSS MOTOR COORDINATION	ABOVE AVG.	AVG.	BELOW AVG.		
MANUAL DEXTERITY	ABOVE AVG.	AVG.	BELOW AVG.		
CLERICAL	ABOVE AVG.	AVG.	BELOW AVG.		
FORM PERCEPTION	ABOVE AVG.	AVG.	BELOW AVG.		
BALANCE	ABOVE AVG.	AVG.	BELOW AVG.		
MUSCLE POWER	ABOVE AVG.	AVG.	BELOW AVG.		
EYE-HAND COORDINATION	ABOVE AVG.	AVG.	BELOW AVG.		
MOTOR SPEED	ABOVE AVG.	AVG.	BELOW AVG.		
BILATERAL COORDINATION	ABOVE AVG.	AVG.	BELOW AVG.		

INTEREST

STATED INTEREST ______________________________________

STANDARDIZED INVENTORY: ______________________________
HIGH ______________________________________
LOW ______________________________________

IS CHOICE REALISTIC BASED UPON STRENGTHS AND LIMITATIONS YES NO

IF NOT REALISTIC, WHAT OTHER OCCUPATION IS MORE IN HARMONY WITH STUDENTS STRENGTHS AND LIMITATIONS: ______________________
____
____

Name of Student ____________________ SVAM Page 10 of 11

SUMMARY OF STRENGTHS AND LIMITATIONS

Highlight (circle or check) limitations for which recommendations for remediation and/or accommodations are to be written.

STRENGTHS	LIMITATIONS

Name of Student ______________________ SVAM Page 11 of 11

IMPLICATIONS FOR PROGRAMMING

LIMITATIONS	STRATEGIES FOR REMEDIATION AND ACCOMMODATION

- Based upon strenghts and limitations, placement in the following vocational settings should be considered for this student

______________________ REG/NO SUPPORT REG/SUPPORT CVAE VEH VAC

______________________ REG/NO SUPPORT REG/SUPPORT CVAE VEH VAC

______________________ REG/NO SUPPORT REG/SUPPORT CVAE VEH VAC

Vocational Assessment Handbook (VAH)

Appendix A

- A-1 TEA Guidelines for Serving Special Education Students in Vocational Education.
- A-2 Letter from William Bennett.
- A-3 Overview of SCR 129.

BEST COPY AVAILABLE

SERVING SPECIAL NEEDS STUDENTS IN VOCATIONAL EDUCATION
(THE CARL D. PERKINS VOCATIONAL EDUCATION ACT PL 98-524)

Texas Education Agency
Austin, Texas 78701

August 1, 1985

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SERVING SPECIAL NEEDS STUDENTS IN VOCATIONAL EDUCATION

Of the funds available under Title II Part A of Public Law 98-524, The Carl D. Perkins Vocational Education Act, 10 percent is allocated for handicapped and 22 percent for disadvantaged individuals. The federal share of expenditures (50 percent) for handicapped and disadvantaged shall be used only for supplemental or additional staff, equipment, materials, and services which are not provided other individuals in vocational education but are essential for handicapped and disadvantaged individuals to participate in vocational education. If the conditions of these students require a separate program, federal funds may be used to pay 50% of the cost of the program's services and activities which exceed the eligible recipient's average per pupil expenditure for regular vocational services and activities. Regulations governing documentation of the proper expenditure of these funds require: proper identification of students with special needs, documentation of the services needed by individual students to benefit from vocational education, and a record of amounts of federal funds spent for these services.

Student Eligibility

Students who are eligible for these program activities and services include the following:

> Handicapped students are those individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impeired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.
>
> Educationally disadvantaged students are individuals who score below the 25th percentile on a standardized achievement or aptitude test, those whose secondary school grades are below a passing grade (below a C), or those who fail to attain minimal education competencies. Students who are found to be one or more years below grade level in achievement in three or more academic classes or have a composite score on standardized tests that is below grade level will be eligible for CVAE programs.
>
> Economically disadvantaged students are members of economically disadvantaged families whose annual income is at or below the official poverty line and/or are eligible for free or reduced-price school lunch. To be eligible for work study, each student must have a vocational assessment which is administered under the supervision of certified counselors.
>
> Limited English proficient (LEP) students are individuals who are members of a national origin minority and who do not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include: (1) individuals who were not born in the U.S. or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding

instruction in the English language. A person with "limited English proficiency" can be identified as a student participating in an English as a second language (ESL) or bilingual program or scoring low on an English proficiency test. Such students, because of their language deficiency, require special services to succeed in vocational programs.

Required Services and Activities

Local education agencies who request federal vocational funds for handicapped and/or disadvantaged students are required to provide the following services and activities for these students enrolling in vocational education programs:

I. vocational interest and aptitude assessment prior to selecting a vocational program,

II. provision of special services designed for individual students based on the special needs identified by the vocational assessment,

III. guidance/counseling activities conducted by certified counselors including career development, vocational assessment, and services designed to facilitate the transition from school to post-school employment.

A vocational support system may be designed to provide the special services needed by identified students. The services should include but not be limited to: (1) vocational assessment including equipment materials and personnel, (2) support services including specialized equipment material and/or personnel, (3) guidance counseling activities including materials and personnel, and (4) services for limited English proficient (LEP) students. The support system may serve handicapped, disadvantaged, and LEP students. The funding for such a system should be prorated according to the number of students served in each category (handicapped, disadvantaged, and LEP).

I. Vocational Assessment

Vocational assessment is a comprehensive student-centered process conducted over a period of time involving a multidisciplinary team approach, with the purpose of identifying individual characteristics, strengths and weaknesses, and education, training, and placement needs. It is an ongoing process that occurs throughout the student's vocational programs. Vocational assessment is the collection of data which are used to make goal setting, programming, and placement decisions. This process of data collection provides the student with insight into his or her vocational potential and provides educators the basis for planning a student's vocational program. An overview of vocational assessment is provided in the table, "The Nature of Vocational Assessment," found on the following page.

Who Is Responsible

According to federal legislation, Carl D. Perkins Vocational Education Act, the local district has the responsibility of providing vocational aptitude and interest assessments for all handicapped, educationally disadvantaged, economically disadvantaged, and LEP students who participate in vocational education programs. Federal vocational funds may be used toward the cost of vocational assessment. Vocational education personnel should coordinate the purchase of vocational assessment instruments in consultation with special education personnel since some of the assessment instruments may serve both academically disadvantaged and handicapped students.

THE NATURE OF VOCATIONAL ASSESSMENT

VOCATIONAL ASSESSMENT WILL...		
Assess...	Using...	To Recommend...
Vocational Interest	Interest tests Tour of vocational programs Work samples Job tryouts	Specific vocational training areas Vocational Program placement level (resource, disadvantaged, or regular vocational classroom) Job Placement Teaching techniques and curriculum modifications Training in prevocational and life skills Training in work adjustment skills (work behaviors, attitudes, habits) Additional community support services
Dexterity, coordination, and physical skills	Dexterity Physical ability tests Work samples Medical records	
Prevocational and functional life skills	School records Checklist of skills filled out by teacher Observation during testing Work samples Job/classroom tryouts	
Vocational learning style	Work samples Job/classroom tryouts	
Basic education skills	Diagnostician's report Teacher checklists Work samples	
Vocational aptitude and ability	Dexterity tests Pencil and paper aptitude tests Diagnostician's report Checklist of life skills Work samples Job/classroom tryouts	

From: "A Handbook for Vocational Special Needs," unpublished, developed by the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, under contract to the Department of Occupational Education and Technology, Texas Education Agency.

Administrators from each district must assign personnel the responsiblity for vocational assessment of students with special needs. The qualifications and job responsibilities for professional personnel should be considered when making this assignment. Diagnosticians, counselors, and/or other personnel may be assigned to administer the vocational assessment. Vocational assessments for handicapped, disadvantaged, and LEP may be the responsibility of a single person or be assigned to different personnel as either a part-time or a full-time activity.

When using federal vocational funds for vocational assessment, time and effort records must be maintained. The prorated time spent serving the handicapped, disadvantaged, and LEP students may be paid proportionately from these categories of federal funds.

It is suggested that small districts initiate cooperative arrangements, working with other districts and/or education service centers, to share the cost of providing vocational assessment and guidance activities for special needs students.

Who to Assess

All handicapped, disadvantaged, and LEP students planning to participate in vocational education programs must have an assessment of their vocational interests and aptitudes.

Handicapped - Students considered handicapped in vocational education must be provided a vocational assessment during the year prior to their entry into vocational education during grades 9-12.

Disadvantaged - Students identified as educationally disadvantaged, economically disadvantaged, or limited English proficient (LEP) who are interested in vocational education programs must have a vocational assessment.

When to Assess

Vocational assessment is a continuous process throughout a student's participation in vocational programs. Guidelines for determining when to conduct the vocational assessment include:

1. A student entering vocational programs during the seventh or eighth grades will have a basic vocational assessment during the first year of participation in the vocational program. During such courses as prevocational, occupational orientation, occupational investigation, CVAE or VEH, special needs students will be administered vocational interest and aptitude assessment by qualified personnel.

2. A student planning to enter a vocational program in high school will have a basic vocational assessment during the year prior to entry into a vocational program.

3. For those students who participate in vocational programs at the seventh and eighth grade level but do not enroll in vocational programs until the tenth or eleventh grade in high school, additional vocational assessment to update records may be necessary during the year prior to entry into vocational education at the high school level.

4. Further assessment occurs during participation in vocational programs as the vocational teacher observes student behaviors in the pre-employment laboratories.

What to Assess

To accomplish long-range planning and appropriate vocational placement and instruction, the student's strengths and weaknesses, interests, abilities, and aptitudes must be determined. Areas of assessment may include, but are not limited to, the following:

- Basic skills: Reading comprehension, spelling, grammar, functional math, measurement, money handling
- Sensory and motor skills: Dexterity, coordination, strength, mobility, range of motion, visual acuity, auditory acuity
- Learning preferences: Receptive, expressive
- Vocational skills and aptitudes: Use of tools, materials, and equipment, general potential for work
- Career awareness and interest: Knowledge of jobs, expressed interests, observed interests, etc.
- Behavior: Worker characteristics and habits, job seeking skills, job keeping skills

How to Assess

The following model for assessment for special needs students is designed to provide a logical sequence of data collection in two levels of assessment. The district may choose to use this model with suggested forms or may develop its own process for vocational assessment of students.

Basic Vocational Assessment (Level I)

Level I is designed to provide a summary of preexisting information about a student's abilities and level of functioning and other pertinent facts. This level of assessment requires data collection and interpretation rather than additional testing. Cumulative files and transcripts will contain much of the Level I data for disadvantaged and LEP students. Special education data is available from the student's eligibility folder.

1. Cumulative records and transcripts and/or other forms of permanent records should be reviewed to obtain the data to build a student profile. Cumulative records will usually provide grades, group achievement and/or other test data, attendance, discipline records, and medical/health records. Vocational education performance data for educationally disadvantaged and LEP students will be available from achievement test scores (e.g., math, reading, writing, composition). Scores for current year from Texas Assessment of Basic Skills (TABS) or in following years from Texas Educational Assessment of Minimum Skills (TEAMS) test should provide adequate data. Suggested forms for the student profile are in Appendix F.

2. Special education data. A handicapped student being considered for vocational placement must have had a comprehensive assessment to determine that student's eligibility and specific need for special education services.

Special education assessment data are found in the student's eligibility folder. The comprehensive assessment data which would be reviewed includes:

a. assessment of language, pertinent medical information and physical, sociological emotional/behavioral, and intellectual factors, including assessment of adaptive behavior,

b. assessment of the student's educational, developmental, and/or behavioral performance,

c. assessment of the student's specific competencies in areas of educational needs and competencies related to vocational education, where appropriate, and

d. specific modifications of instructional content, setting, methods, or materials required by the student to achieve and maintain satisfactory progress, including those that can be provided only through special education services and those adaptations necessary for the student's progress in regular classes.

3. Interviews or other methods of gathering data may be used to obtain information from the student, parent, and teacher. Examples of forms which may be used for these interviews are provided in Appendices A, B, and C.

Informal interview with the student. The student should be interviewed to determine his or her interest in vocational education and social competence or adaptive behavior related to performance in vocational education. A teacher or counselor who has good rapport with the student may conduct this part of the assessment.

Informal conference or interview with the student's parents (if the student is under 18). The parents should be interviewed to determine their career expectations for the student and to discuss their perceptions of the student's social competence or adaptive behavior as it relates to performance in vocational education.

Teacher interview. Former teachers should be interviewed to collect information related to personal characteristics and interpersonal skills. (The teachers may be a vocational teacher at the junior high school level or may be any teacher familiar with the individual student.)

In addition to the above information, a review of student behaviors by teachers and/or counselors may be beneficial. In Appendix D, a "Vocational Behavior Checklist: Preliminary Screening for Placement in Vocational Training and Job Entry" is provided for your review and use.

Basic Vocational Assessment (Level II)

The Level II assessment will include the collection of data related to the individual student's vocational interests and aptitudes. The objective of this assessment is to collect and interpret additional information about a student's vocational interest, ability and aptitude, including vocational awareness and work-related behaviors. A representative list of assessment instruments is included in Appendix E. Obviously not all instruments should be administered to each student. If one test provides adequate information for planning purposes, that may be the only test administered.

1. Vocational interest assessment is a measure which assesses a student's preferences for activities or topics. Responses are analyzed by comparing them with the responses of people in a particular occupation. This type of test may require the student to look at pictures or it may be in a written format.

2. Vocational aptitude assessment is a measure of a student's ability to profit from training or experience in an occupation or skill. The test may be of the paper/pencil type or it may require performance tasks. Vocational aptitude information is essential in planning an appropriate vocational placement for special needs students. Aptitude will include such things as manual dexterity, special ability, eye-hand coordination, physical strength, perceptual abilities, and physical attributes.

Selection of Vocational Assessment Instruments

A representative list of assessment instruments for use with the handicapped, educationally disadvantaged, economically disadvantaged, and LEP students is provided (Appendix E). Some assessment instruments may be appropriate for single student populations and others for all student populations. Assessment instruments vary within the following groups: (1) interest inventories--either pencil/paper or picture (for nonreaders), (2) aptitude--either pencil/paper or performance, (3) combination aptitude and interest. Some assessment instruments have computer-generated tests and reports while other instruments must be hand scored and reports written by qualified personnel. Some assessment instruments must be given to individual students while others may be administered to groups of students. Qualifications and numbers of personnel and administration time must be considered when selecting vocational assessment instruments.

Student Populations and Instruments

Economically disadvantaged students who are not behind educationally may receive support in the form of a work study program. If these students have average reading skills, they will be able to handle pencil/paper assessments as well as other types of assessments. Some of the following assessment instruments may be considered for these students:

Combination Interest and Aptitude: APTICOM, MESA, and OASIS.

Aptitude: CAPS

Interest Inventories: COPS, CASE, PIC

Educationally disadvantaged students typically have reading problems and other educationally related deficiencies. These students will need support in the form of program modifications, instructional support, remedial or tutorial services, and/or career guidance. Since reading skills are lacking, pencil/paper tests may not be appropriate for these students. Some of the following assessment instruments may be considered for the academically disadvantaged:

Combination Interest and Aptitude: APTICOM, MESA, AND OASIS (sixth grade reading level)

Aptitude: SAM

Interest Inventory: CASE, PIC

Limited English proficient students have communication problems. These students may need support in vocational programs in the form of a modified program, adapted curriculum, or special assistance such as interpreter and/or tutorial services. The assessment instruments should either be available to the LEP student in his/her native language, require no reading, or when necessary be administered with the assistance of bilingual school personnel or community members who will translate the instrument for the student.

Handicapped students have a variety of handicapping conditions and various methods of assessment may be used. A variety of vocational assessment instruments are available to vocationally assess handicapped students. Some of the following assessment instruments may be considered for use with the handicapped students:

Mildly Handicapped: Combination Interest and Aptitude: APTICOM, MESA, OASIS (sixth grade reading level)

Aptitude: SAM, CAPS

Interest Inventory: COPS, CASE, PIC

Moderately Handicapped with Low IQ:

Aptitude: McCarron-Dial

Interest Inventory: Becker Reading Free Vocational Interest

Additional Vocational Assessment (Level III)

Level III assessment, comprehensive vocational evaluation, is conducted when the school personnel cannot identify long-range goals or place a student in a vocational program based on the information gathered from the first two levels of assessment. Additional data is then needed to make a decision regarding appropriate vocational planning for and/or placement of the student. The additional assessment may include observation of exploratory experiences in a series of vocational classroom and/or work samples.

1. Observation of exploratory experiences. A district may choose, as one method of assessment, observation through exploratory vocational experiences. This exploration may take place in a classroom, on campus, or at a training site in the community. Careful planning is necessary to design a process for observation of exploratory experiences and evaluation of the student's work behaviors. Several types of settings that may be used for these exploratory experiences are:

   a. Special education vocational readiness training may be designed incorporating a simulated exploratory setting to allow implementation of assessment as an integral part of the instructing curriculum.

   b. On-campus exploratory experiences may be designed to allow students to have job experience on a trial basis in a school setting. Close supervision and observation by special qualified education personnel to assist in the collection of data will be necessary when these experiences are to be used as part of a vocational assessment.

   c. Vocational education classes at the junior high school level including Exploratory Industrial Arts and Occupational Investigation may be used for observation and evaluation in the classroom setting. The vocational teachers may provide information as part of teacher observation. In-depth observation and evaluation of student work habits, behaviors, and skills may be assessed by qualified special education personnel trained in observation evaluation techniques.

   d. Vocational education facilities at the high school level may be used, with approval from vocational personnel, for observation and evaluation as a part of the total assessment process. The following requirements must be met in this cooperative effort between vocational education and special education personnel:

      . Both vocational teacher and special education evaluation personnel must be present in the vocational laboratory.

      . This observation and evaluation must be done at a time during which the laboratory is not in use, before or after school. Observation in a small class (less than 10 students) may be used only when such observation does not have a negative effect upon the established vocational program and does not affect the progress of other students in that vocational program (TAC Chapter 78.104). A vocational teacher may be assigned to assist in conducting this evaluation during a period when he or she has no teaching assignment.

- Students must not be allowed to use the equipment unless they have passed the appropriate safety tests.

- A maximum of two weeks' time must be allowed for each student in this evaluation setting.

2. Work samples. The work sample method of evaluation uses a simulation of an occupational task, business operation, or a component of an occupational area. Work samples may be taken directly from a job and represent the actual work process, including the equipment and tools of the area and also the duties of the job. By using this method, the evaluator has the opportunity to test for particular capabilities while the student directly experiences some aspects of an occupation. Work sample systems may be purchased; some can be tailor-made to match the needs of individual schools. Some work samples are individually administered while others are available for small group administration. Work samples vary in the amount and type of training needed by school personnel who will administer them. Some constraints to be considered are space requirements, scheduling, staff assignments, and cost of equipment.

   Locally developed work samples may be used which directly relate to vocational programs available in the district and employment opportunities in the community. Some constraints on locally developed work samples are the amount of time required to develop them, the lack of standardized administration and scoring techniques, and the validity of the newly developed assessment instrument.

A "Profile for Special Needs Students" is provided in Appendix F. The profile will allow the assemblage of data obtained during the basic assessment Level I and II to be organized in a single usable document. This student profile may be used when planning support services for special students.

Use of Data

Information obtained from vocational assessment may be used in the following ways:

- to determine whether vocational program placement is appropriate
- to determine the eligibility for special services available for disadvantaged and LEP students
- to determine the remedial needs
- to identify need for modified instructional materials
- to identify the need for other support services including adaptations of curriculum, methods of instruction, equipment, and facilities
- to provide a data base for guidance and counseling and career development activities for individual students.

The data provided through the vocational assessment should be reviewed by counseling and guidance personnel. Based on the data collected, recommendations for vocational placement should be made. Knowledge of each vocational training program will be beneficial in this decision making process. A "Comprehensive Analysis of a Vocational Training Program" is provided in Appendix G. This analysis provides information about essential program characteristics and skill requirements of the particular program. When completed by teachers in the district or local employers, this job analysis information may assist in matching individual vocational assessment data with vocational programs available in the district.

II. Vocational Support Services

A support center may be developed to house the equipment and materials and to provide the setting for vocational assessment and instruction for students with special needs. It should be developed to provide the special services needed by students with special needs to participate in vocational programs. A support center should have hardware and software to be used for remedial and/or repetitive instruction. The Center should also include personnel who function as support persons for handicapped and disadvantaged students.

The vocational support center should be located in close proximity to the vocational facilities but be separate from an actual vocational class. The support center may house the fixtures and equipment including but not limited to:

- desks
- study carousels
- tape recorders
- computers
- software for repetitive instruction
- individualized audiovisual equipment and software
- vocational assessment equipment/materials
- specialized instructional equipment/materials
- calculators

Specialized equipment and materials should be available for use in remedial instruction. Although equipment and materials are necessary, additional personnel are essential and provide the key to provision of support to students in vocational programs.

Teachers and/or teacher aides may be assigned to act as support persons to handicapped, disadvantaged, and LEP students. Services provided by these support teachers will include but not be limited to:

- administration of all or part of the vocational assessments

- remedial instruction in basic skills

- tutorial instruction in vocational competencies

- team teaching with vocational teacher

- individualized instruction to handicapped, disadvantaged, and/or LEP students in the vocational classroom

- instruction in career awareness and job readiness areas under the supervision of qualified counseling and guidance personnel

- remedial or supplementary instruction indicated as a result of the vocational assessment

Individual vocational assessment reports will identify the necessary support services needed by a student to allow his/her participation in a vocational program. Suggested forms are included in Appendices H, I, and J for use in identifying the vocational support services needed with handicapped, disadvantaged, and LEP students.

Provision of vocational support services for the students with limited English proficiency (LEP) are essential when these students participate in vocational programs. Services to provide for the unique needs of the LEP will include but not be limited to: assessment of proficiency in English for eligibility purposes, vocational interest and aptitude assessment, supplemental support services, and special bilingual and/or English as a second language (ESL) materials.

The assessment to determine the English oral language proficiency and the English reading and writing proficiency of students is the responsibility of the school district. Those students who are determined to be eligible for bilingual or ESL programs will be eligible to receive vocational support services as an LEP student in vocational programs.

Model programs of supplemental services for LEP students in vocational have been identified, Friedenberg and Bradley, 1984. Bilingual job skills instructions may be provided for LEP students whether or not the instructor is bilingual. The following are suggested models:

Concurrent language approach--The concurrent language approach requires the vocational instructor to use two or more languages, switching from one to another. Ideally, the vocational instructor switches languages to clarify instruction. If the vocational instructor knows little of the LEP students' native language(s), she or he can still learn to provide positive reinforcement in the other language(s). Although limited, this use of the students' native languages is worthwhile and can be supplemented by bilingual teacher aides or peer tutors.

Bilingual aide approach--In the bilingual aide approach, an English-speaking vocational instructor is assisted by a paid or volunteer paraprofessional or community member who helps to assess the LEP students' native language, translate instructional materials, tutor LEP students individually, and evaluate student progress.

Peer tutor approach--The peer tutor approach is similar to the bilingual aide approach, but the "aide" is another student whose role is limited to clarifying instruction. It should be emphasized that peer tutors do not evaluate other students.

Resource center approach--The resource center approach involves having LEP students leave the vocational classroom and receive tutoring in their native languages in a resource center. Resource centers are typically used when there are too few LEP students in each class to warrant in-class bilingual instruction, or when there are too many different language backgrounds in each class to make bilingual instruction practical. In the latter case, all of the native language tutors are available at one common resource center.

Bilingual instructional materials approach--The bilingual instructional materials approach is used when there are no bilingual personnel available in the vocational education center. In this case, a consultant, a volunteer from the community, an aide, a colleague, or an experienced student provides written or taped translations of the instructional materials so that LEP students can work independently. It should be kept in mind that both commercially produced and imported bilingual instructional materials are available.

The Vocational Special Needs Library at Texas A&M University, (512) 845-2444, has materials available for use with the LEP student. Also see Appendix K for sample resources.

III. Guidance and Counseling Activities

Guidance, counseling, and career development activities should be an integral part of the support system for students with special needs. Guidance functions may require specialized skills and training for personnel involved inasmuch as recipients are exceptional by nature.

Counseling and guidance personnel may be assigned to work part time or full time with handicapped, disadvantaged, and LEP students. Services provided by guidance personnel will include but not be limited to:

- administration and/or supervision of the administration of vocational assessment of the handicapped, disadvantaged, and LEP

- interpretation of the results of the vocational assessment and making recommendations for support services needed by the handicapped, disadvantaged, and LEP

- provision and/or supervision of the provision of guidance counseling and career development activities for handicapped, disadvantaged, and LEP students which are designed to facilitate the transition from school to post-secondary training or to post-school employment and career opportunities

- reviewing vocational assessment data for handicapped students and in cooperation with special education personnel recommending appropriate vocational program placement for handicapped students

- in cooperation with special education personnel, identifying and recommending to the Admission, Review and Dismissal (ARD) committee support services which will be needed by individual handicapped students

- participating as a member of the ARD committee when placing the handicapped student into a vocational education program and developing the Individual Education Plan (IEP)

- coordination of all vocational activities and services with special education, compensatory education, bilingual or ESL programs to provide support services needed by vocational students who are also served by these service providers

Coordination of Services with the Job Training Partnership Act (JTPA)

This document has described the vocational assessment, support services, and guidance activities requirements of the Card D. Perkins Vocational Education Act under the Criteria for Services and Activities for the Handicapped and for the Disadvantaged, Section 204. Similar services are fundable through the Job Training Partnership Act (JTPA). Local districts are encouraged to contact service delivery areas (SDAs) to identify resources which may be available for serving economically disadvantaged students.

Section 123 of the Job Training Partnership Act (JTPA) provides funding for joint programs between JTPA and educational entities, including vocational education. Career exploration, occupational specific skills, job counseling, job search assistance, on-the-job training, literacy and bilingual training, pre-apprentice programs, and supportive services are examples of the kind of training activities that may be offered under JTPA. The JTPA allows 100% funding of these similar services for the economically disadvantaged students. With prior planning and collaboration with the JTPA service delivery areas (SDAs), the local district may jointly fund vocational assessment, support services, and guidance for economically disadvantaged students.

Specific considerations for planning this joint funding include: (1) federal vocational funds must be matched with 50% local or state funds, (2) JTPA funds may be used to pay 100% of the support services for economically disadvantaged, LEP, and handicapped students age 16 through 21, (3) a tracking system must be developed to identify use of JTPA, federal vocational, and state or local funds, (4) joint criteria for eligibility of economically disadvantaged based on income must be established which satisfy criteria in both acts.

The Texas Education Agency and the Texas Department of Community Affairs (the state agency which oversees the SDAs) are now developing guidelines for statewide dissemination to assist districts in serving the special populations in vocational education through cooperative and non-duplicative funding of services allowable through the Carl D. Perkins Vocational Education Act and the JTPA. Districts are encouraged to contact their local Private Industry Council for specific information about local JTPA programs.

Reference

Friedenberg, Joan, and Bradley, Curtis, "Bilingual Voc Ed," 1984. (Available from The National Center for Research in Vocational Education, Columbus, Ohio 43210.)

Texas Education Agency, "Guidelines for Vocational Assessment of the Handicapped," 1980.

Texas Education Agency, "Vocational Assessment for the Handicapped Students," 1980. (Project conducted by Region XX Education Service Center, San Antonio.)

Texas Education Agency, "Vocational Assessment of Students with Special Needs: An Implementation Manual," 1982. (Available from Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.)

Appendix A

STUDENT INTERVIEW
VOCATIONAL ASSESSMENT

DATE: ____________

NAME ________________________________ SCHOOL ________________________________

AGE ________ GRADE ________ BIRTHDATE ______________

INTERESTS AND ACTIVITIES:

1. What do you like to do most when you are not working or going to school?

   SPORTS? ______________ CLUBS, ORGANIZATIONS? ____________ HOBBIES? _________

2. Do you have any jobs at home? _____ What? ________________________________

3. What job(s) do you think you would like to do and be good at doing?

   ______________________________ Why? ______________________________________

EDUCATIONAL INTERESTS:

4. Would you like to enroll in a vocational program? _____ Which one? ___________

5. Have you had any previous work training? _____ What? ________________________

6. What do you plan to do after high school?

   College
   Military Service
   Trade School

   Employment-Type of Job? ___________________________

   Other ____

OCCUPATIONAL AND CAREER AWARENESS:

7. What do employers look for when they hire someone?

   ____

8. What are some reasons people get fired from jobs?

   ____

9. What would an employer like about you? ___________________________

   ________________________ Not like? ________________________________

STUDENT'S ATTITUDE AND SELF-KNOWLEDGE: Check the ones that best describe you.

MOST OF THE TIME	SOMETIMES	NEVER	
			DEPENDABLE
			PUNCTUAL
			PATIENT
			EVEN-TEMPERED
			COMPLETES TASKS
			WELL-GROOMED
			LIKES TO WORK WITH OTHERS
			LIKES TO WORK ALONE
			LIKES TO LEARN SOMETHING NEW
			DOES DAILY CHORES/HANDLES RESPONSIBILITIES AT HOME

STUDENT'S PREFERRED WORKING CONDITIONS: Think carefully about the following work conditions. Each group lists conditions that are very different. Check the condition in each group that you prefer.

1. _____INDOORS _____ OUTDOORS _____BOTH
2. _____WITH PEOPLE _____WITH THINGS _____WITH IDEAS
3. _____MOVING AROUND _____SITTING/STANDING STILL _____BOTH
4. _____BUSY PLACE _____QUIET PLACE _____BOTH
5. _____WEAR UNIFORM _____DRESS CLOTHES _____CASUAL CLOTHES
6. _____SAME TASK _____DIFFERENT TASKS _____BOTH
7. _____UNSKILLED _____SEMI-SKILLED _____SKILLED
8. _____SUPERVISED _____UNSUPERVISED _____BOTH
9. _____DIRTY _____NEAT AND CLEAN _____BOTH
10. _____ONE PLACE _____TRAVEL _____BOTH
11. _____DAYTIME _____NIGHTTIME _____BOTH
12. _____AROUND DANGER _____SAFE PLACE _____BOTH

COMMENTS:

INTERVIEW: ______________________________________

Appendix B

PARENT INTERVIEW
VOCATIONAL ASSESSMENT

NAME OF STUDENT ______________________________ SCHOOL ________________

DATE __________ GRADE __________ BIRTHDATE __________ TEACHER __________

FATHER'S OCCUPATION ____

MOTHER'S OCCUPATION ____

NAME OF PARENT(S) ____

ADDRESS ____

I. EXPECTATIONS:

1. What do you see your child doing after high school? (Circle answer)

   College   Employment-Type of Job? ____________________
   Military Service
   Trade School   Other ______________________________

2. What kind of job or work does your child seem interested in at this time?

   ____

3. Has your child had any previous work training? (Training under parent, relative, friend)

   ____

4. What job skills would you like your child to learn in school?

   ____

5. What does your child like to do most when he/she is not working or going to school?

   ____

6. Are there vocational education courses you want your child to take while he/she is in school?

   ____

7. Are you aware of any behaviors that might interfere with your child's getting and holding a job?

   ____

II. STUDENT'S ATTITUDE: Check the ones that describe your child best.

MOST OF THE TIME	SOMETIMES	NEVER	
			Dependable
			On time for appointments
			Patient
			Even-tempered
			Completes tasks
			Well-groomed
			Likes to work with others
			Likes to work alone
			Likes to learn something new
			Does daily chores/handles responsibilities at home

COMMENTS:

Appendix C

TEACHER INTERVIEW
VOCATIONAL ASSESSMENT

STUDENT'S NAME ______________________ SCHOOL ______________________

TEACHER ______________________ DATE ______________________

TAUGHT STUDENT ______________________ IN GRADE ______________________
(Subject)

I. PERSONAL CHARACTERISTICS - Related to work attitudes

	Most of the Time	Some of the Time	Never
A. Appearance - Cleanliness of body, clothing, shoes; appropriate grooming--hair, make-up, shave, etc.			
B. Personal Habits and Manners - Appropriate use of manners. Does not interrupt others. Does not use loud or profane language.			
C. Attitude - Shows interest and enthusiasm for an assigned task. Accepts direction. Demonstrates a sense of loyalty.			
D. Industriousness - Demonstrates interest and initiative and enthusiasm. Stays on task.			
E. Effort - Works to the best of ability. Applies self to task at hand. Is cooperative, interested.			
F. Self-criticism - Realistically views own ability to do task; can see own shortcomings makes effort to improve.			
G. Criticism from Others - Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.			
H. Self-concept - Feels good about self. Is realistic about personal strengths and weaknesses. Is self-confident; does not dwell on disabilities but tries to maximize strengths.			
I. Punctuality - Arrives on time for class and from breaks. Is on time for appointments.			
J. Attendance - Has appropriate attendance record.			

II. INTERPERSONAL - Skills

	Most of the Time	Some of the Time	Never
A. Social Skills-Personal - Pleasant, outgoing, friendly; has characteristics which help the student to be more acceptable to fellow workers/students.			
B. Worker-Relationships - Ability to get along, fraternize, converse, integrate with teacher/supervisor on a respectful plane.			
C. Cooperation-Attitude - Ability to work with others. Recognizes necessity of cooperation.			
D. Cooperation-Performance - Able to perform as a member of a team effort; works smoothly with others; cooperates with others.			
E. General Activity Level - Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.			
F. Calmness with Change - Ability to accept changes in situation without becoming upset. Able to take directions, reprimands, suggestions without losing temper or showing emotional outburst or decrease in work production.			
G. Attention - Always pays close attention to work and directions. Ability to center attention toward the teacher or supervisor.			

COMMUNICATION SKILLS

(circle one)

A. Speech - (volume) soft moderate loud
(understandability) good poor: covers mouth with hand___ low volume___
speech impediment___

B. Eye Contact - generally present occasionally hardly ever none

C. Comprehension of Language - (understanding) good average poor

VOCATIONAL BEHAVIOR CHECKLIST: PRELIMINARY SCREENING FOR PLACEMENT IN VOCATIONAL TRAINING AND JOB ENTRY

Lawrence T. McCarron, Ph.D.

NAME ______________________ AGE ________ SEX ____

TEACHER ______________________ GRADE ______________

FIRST SEMESTER REPORT ________

SECOND SEMESTER REPORT ________ HOURS IN RESOURCE ROOM ____

MARK THE STATEMENT WHICH DESCRIBES THE STUDENT

	NEEDS EXTENDED REMEDIAL PROGRAM		**TRIAL BASIS WITH REMEDIAL ASSISTANCE**		**READY FOR PLACEMENT**	
INTERPERSONAL RELATIONSHIPS Appearance & Mannerisms	Unkept appearance or annoying mannerisms.		Occasional inappropriate appearance or annoying mannerisms.		Appropriate appearance and mannerisms.	
Interaction with Others	Inappropriate or aggressive interaction with others.		Interacts with a limited number of familiar persons.		Appropriately interacts with many different people.	
DIRECTION FOLLOWING Instructional Procedures	Does not consistently follow directions.		Needs assistance in either oral or written instructions.		Follows both oral and written instructions.	
Safety Standards	Disregard for safety of self and others.		Minimal infractions of safety or careless distractible behavior.		Follows standards of safe conduct.	
SELF-RELIANCE Initiative	Requires direct, constant supervision to initiate and maintain performance.		Requires intermittent supervision or may not ask for help when needed.		Works independently and asks for help when needed.	
Retention of Information	Requires structuring of tasks and directed prompting.		Occasionally needs repeated instructions and prompting.		Remembers task organization and initiates activity.	
RESPONSIBILITY Reliability	Other persons have to assume responsibility for work.		Occasionally unreliable in assuming own responsibilities.		Maintains personal responsibility for materials and work.	
Adherence to Standards	Flagrant violation of policies, work schedule and conduct.		Occasional infractions of policies and work schedule.		Adheres to policies and work schedule.	
ADAPTABILITY Application of Skills	Unable to apply basic skills in learning vocational tasks.		Needs assistance in application of acquired skills to learn vocational tasks.		Can apply acquired basic skills to learn vocational tasks.	
Flexibility	Changes in work or environment result in substantial reduction in productivity.		Has some initial difficulty accomodating to changes in work or environment, with temporary reduction in productivity.		Accomodates to change in work or environment and maintains productivity.	

	NEEDS EXTENDED REMEDIAL PROGRAM		**TRIAL BASIS WITH REMEDIAL ASSISTANCE**		**READY FOR PLACEMENT**	
WORK STABILITY Focused Attention	Environmental stimuli disrupts and discontinues performance.		Environmental distractors temporarily interrupt performance.		Maintains work performance despite environmental distractions.	
Persistence	Lacks determination. Unable to persist at a task until completed.		Occasional encouragement needed to persist on and complete task.		Able to sustain work performance until completed.	
LEARNING CAPACITY Productiveness	Performs work at an extremely slow rate and unable to complete task within specified time frame.		Inconsistent rate of work performance. Productivity varies from task to task.		Performs work at an acceptable rate.	
Quality	Consistently poor quality of work (i.e. sloppiness, incomplete, frequent errors).		Inconsistent quality of work. (i.e. one area of work completed well, while another poorly done).		Consistently good quality of work; few errors.	
RESPONSE TO TRAINING Accepts Supervision	Rejects and is resistent to suggestions and corrections.		Accepts suggestions, but may be resistent to corrections.		Accepts and responds to suggestions and corrections.	
Improvement of Skills	Work skills show little or no improvement with training.		Work skills show some, but inconsistent improvement with training.		Work skills show noted and consistent improvement with training.	
STRESS TOLERANCE Emotional Stability	Becomes easily upset, emotionally distressed and disorganized.		Occasionally becomes emotionally upset, but able to regain calm composure and resume work.		Remains emotionally calm even under stress.	
Impulse Control	Impatient, unable to wait turn, acts without anticipating consequences of behavior.		Occasionally becomes impatient or does not wait turn. Is able to regain self-control		Consistent, predictable behavior. Adequate self-control.	
WORK ATTITUDE Work Satisfaction	Disgruntled and dissatisfied with the work/and environment.		Has a neutral, undeveloped attitude toward the work and environment.		Finds pleasure and satisfaction in the work and environment.	
Self-image	Has a negative, demeaning self-image and pesimistic outlook.		Has an indifferent self-image and undefined outlook.		Has a positive self-image and optimistic outlook.	

Developed by Lawrence T. McCarron, Ph.D, as a part of a program improvement project under contract to the Department of Occupational Education and Technology, the Texas Education Agency.

Combination Interest and General Aptitude

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
APTICOM Individual	Vocational Research Institute Jewish Employment and Vocational Services, 1700 Samson Street, Philadelphia, PA (215) 893-5911	$4,640	Measures the same aptitudes as the GATB; assesses interests and develops an aptitude-interest interaction report	Computer generated testing format weighing approximately 27 lbs. Self-scoring	45 minutes	Sales representative in Texas is James E. Anderson, 10157 D Cashel Street, Baton Rouge, LA 70815, (504) 926-4091. Is being used extensively with the Job Training Partnership Act
Valpar Micro-Computer Evaluation and Assignment (MESA) Individual or Group	Valpar Corporation, 3801 East 34th Street, Tucson, AZ 85713 (602) 790-7141	$10,100	Vocational screening and assessment compares performance to D.O.T. qualifications	Hands-on computer activities	3.5 hours	Computer generated reports with evaluative summary; cost quoted is for 4 work stations, complete package including computer
Occupational Aptitude Survey and Interest Schedule (OASIS)	PRO-ED, 5341 Industrial Oaks Boulevard, Austin, TX 78735 (512) 892-3142	$93	Aptitude and interest assessment; sixth grade reading level	Paper and pencil format using test booklet and answer sheets	90 minutes	Cost and length of test include both the aptitude and interest portions; these sections may be obtained separately on a 30-day trial basis available

Aptitude

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
McCarron-Dial Evaluation System Individual	McCarron-Dial Systems, Inc., P. O. Box 45628, Dallas, TX 75245 (214) 247-5945	$1250	Assess a variety of functional abilities; can be used with non-readers and low IQ individuals (MR)	Assessment consists of three broad components: 1. Paper and pencil 2. Visual discrimination 3. Gross motor testing	3-4 hours	Training is required; computer software and adaptation for the visually impaired is available
Skills Assessment Module (S.A.M.)	Piney Mountain Press, Inc. Box 333 Cleveland, GA 30528	$1995	Assesses students' manipulative and and cognative strengths	Hands-on activities using skill modules	90 minutes	Sales representative in Texas is the Education ConneXtion 12597 Montego Plaza Dallas, TX 75230 (214) 999-5252
Career Ability Placement Survey (CAPS) Individual or Group	Educational Industrial Testing Service, P. O. Box 7234, San Diego, CA 92107 (619) 222-1666	$54	Measurement of aptitudes keyed to entry requirements of jobs in 14 occupational clusters; 8th grade up	Paper and pencil testing format	40 minutes	Good reading skills required; price includes 30 self-scoring answer booklets

Interest Inventories

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
Becker Reading Free Vocational Interest Inventory Individual or Group	Elbern Publish. Columbus, Ohio (614) 235-2643	$24	Identify areas of vocational interest at the non-skilled and semi-skilled level	Nonreading, picture format; student identifies pictures of certain jobs	20 minutes	1981 revisions combine test for both sexes. Price quoted includes 20 test booklets. Sample sets are available
California Occupational Preference Systems (COPS) Individual or Group	Educational and Industrial Service, P. O. Box 7234, San Diego, CA 92107 (619) 222-1666	$36.25	Assist in career decision making at junior high school age and above	168 items; student indicates a like or dislike of the jobs represented	30 minutes	Client scoring format available; price quoted includes 100 answer sheets and 25 reusable books
Career Assessment Survey Exploration (CASE) Individual or Group	America Assessment Corporation P. O. Box 1125 Gardendale, AL 35071 (205) 631-3339	$430	Occupational interest inventory; age 14 and above	Audio/visual presentation	45 minutes	Distributed in Texas by Bonnie Krause (214) 991-5252; price includes audio/visual materials
Pictorial Inventory of Careers (PIC) Individual or Group	Talent Assessment P. O. Box 5087 Jacksonville, FL 32247-5087	$495	Interest assessment correlated to D.O.T.	35mm filmstrip and cassette hand scoring necessary	20 minutes	Sales representative in Texas is the Education ConneXtion 12597 Montego Plaza Dallas, TX 75230 (214) 999-5252

Appendix F

PROFILE FOR SPECIAL NEEDS STUDENTS
(Summary)

Level I

Name ____________________ Birthdate ________ Grade ________ Sex ________

School ____________________________ Attendance ________________________

Cumulative Data

Academic Performance ________ Grade Level ________ Below Grade Level ________

Teams Test ____Math ____Reading ____Writing

____Composition ____Aggregate ____ Percentile Rank

Other Assessment Scores ____

Interview and Observation

STRENGTHS	LIMITATIONS
Personal Characteristics:	Personal Characteristics:
Interpersonal Skills:	Interpersonal Skills:
Career Awareness:	Career Awareness:
Student Attitude:	Student Attitude:
Vocational Behaviors:	Vocational Behaviors:
Physical:	Physical:
Interests:	Interests:

Level II

Interests:

Aptitude:

STRENGTHS LIMITATIONS

STRENGTHS	LIMITATIONS
General Learning Ability:	General Learning Ability:
Verbal:	Verbal:
Numerical:	Numerical:
Perception (Spacial, form, clerical):	Perception (Spacial, form, clerical):
Motor Coordination:	Motor Coordination:
Eye Hand Coordination:	Eye Hand Coordination:
Dexterity:	Dexterity:

Recommendations:

Comprehensive Analysis of A Vocational Training Program

Vocational Program Title: ______________________________

Location: ______________________________

Teacher: ______________________________

I. Occupational Cluster

Match the program to an Occupational Cluster. Circle the cluster which best describes the job.

1. Professional, Technical and Managerial Occupations
2. Clerical and Sales Occupations
3. Service Occupations
4. Agricultural, Fishery, Forestry, and Related Occupations
5. Processing Occupations
6. Machine Trades Occupations
7. Bench Work Occupations
8. Structural Work Occupations
9. Miscellaneous Occupations

II. Unpleasant Working Conditions

Rate each working condition as applied to the vocational/training program. Mark an "X" in the space which best describes the working conditions.

	Continuous Exposure 76-100%	Extensive Exposure 51-75%	Intermittent Exposure 16-50%	Rare Exposure 1-15%	No Exposure 0%
1. Hazardous					
2. Loud Noises					
3. Vibrations					
4. Intense Light					
5. Hi/Lo Temp.					
6. Fumes					
7. Odors					
8. Toxic Materials					
9. Dust or Lint					
10. Poor Ventilation					

NOTE: The percent refers to the amount of time each program is involved in a particualr condition or skill. For example, if the program is not hazardous at any time, it is marked in the No Exposure 0%; while a program that exposes the worker to loud noises a little more than half the time is marked in the space Extensive Exposure 51-75%.

III. Job Characteristics

Mark an "X" in the space which best describes the characteristics of the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
DATA					
1. Money Transactions					
2. Measurement/Gages					
3. Weights/Scales					
4. Calculations					
5. Applied Reading Skills					
PEOPLE					
6. Working Around Others					
7. Supervised by Employer					
8. Co-worker Teamwork					
9. Customer Interaction					
10. Directing Work of Others					
THINGS					
11. Production Stress					
12. Precision/Quality Control					
13. Short Term Task Repetition					
14. Self-control of Work Pace					
15. Cleanliness					

IV. Sensory Capacity

Mark an "X" in the space which best describes the sensory capacities needed to perform the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
1. Visual Discrimination					
2. Color Vision					
3. Spatial/Form Perception					
4. Tactile (touch) Sensitivity					
5. Hearing/Talking					

VOCATIONAL SUPPORT SERVICES FOR HANDICAPPED STUDENTS IN VOCATIONAL PROGRAMS

Student's Name ______________________________ Grade Level ______________________________ Adult ______________ Age ______________

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

______Agriculture
______Occupational Home Economics Education
______Marketing and Distributive Education
______Industrial Arts
______Consumer and Homemaking Education
______Office Education
______Health Occupations
______Occupational Orientation
______Industrial Education

Instructional arrangements: ______Regular Program ______CVAE ______VEH

Specific Class: ______________________________

Characteristic of Student

Vocational assessment data show deficits in the following areas:

- ______Communication skills
  - ______Reading
  - ______Writing
  - ______Composition
- ______Math skills
- ______Vocational behaviors
- ______Work attitudes
- ______Career awareness
- ______Is below grade level
- ______Other (describe)

____

____

Support Services Needed

Items checked are the programs or services necessary for the student to succeed in the program:

- ______Specialized vocational counseling
- ______Extended community involvement
- ______Use of teacher aides
- ______Tutorial services and assistance
- ______Integration of basic education and vocational subject matter
- ______Team teaching in vocational programs
- ______Curriculum modification (implementation, not development)
- ______Adaptations in the career/employment goals for individual students
- ______Changes in the rules regarding
  - ______a. time allowed to complete a course or program
  - ______b. time spent in the lab or classroom
- ______Changes in the course of study in an individual student's program
- ______Changes in the way program accomplishments are reported
- ______Programmed and individualized instruction
- ______Special teachers
- ______Special teachers for job readiness (prevocational) instruction
- ______Arrangements for transportation
- ______Specialized equipment
- ______Other (describe)

____

____

Check modifications of courses necessary for student participation.

- ______Changes in reading requirements
- ______Changes in listening requirements
- ______Changes in math requirements
- ______Changes in the methods of instruction
- ______Changes in the pace of the instruction
- ______Changes in the sequence of topics
- ______Changes in tools, equipment, or machinery used in the classroom
- ______Changes in the classroom environment
- ______Changes in project or report requirements
- ______Changes in the way tests are given

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V. Physical Capacity

Mark an "X" in the space which best describes the physical demands of the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
1. Use of Both Hands					
2. Hand Strength					
3. Eye-Hand Coordination					
4. Finger Dexterity					
5. Prolonged Sitting					
6. Standing/Walking					
7. Lifting/Carrying					
8. Balancing/Climbing					
9. Total Body Coordination					
10. Physical Endurance					

VI. Educational Requirements

Circle the educational requirements which apply:

0. Reading and math skills not required.
1. Third grade reading and math skills.
2. On-the-job training without completing high school.
3. High school diploma or G.E.D.
4. Vocational technical training.
5. College degree.

Developed by Lawrence T. McCarron, Ph.D. and Harriette Spires as part of a program improvement project under contract to the Department of Occupational Education and Technology, Texas Education Agency.

VOCATIONAL SUPPORT SERVICES FOR DISADVANTAGED STUDENTS IN VOCATIONAL PROGRAMS

Student's Name ____________________ Grade Level ____________________ Adult ________ Age ________

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_____ Agriculture
_____ Occupational Home Economics Education

_____ Marketing and Distributive Education
_____ Industrial Arts

_____ Consumer and Homemaking Education
_____ Office Education

_____ Health Occupations
_____ Occupational Orientation
_____ Industrial Education

Instructional arrangements: _____ Regular Program _____ CVAE

Specific Class: ____________________

Characteristic of Student

Vocational assessment data show deficits in the following areas:

- _____ Communication skills
  - _____ Reading
  - _____ Writing
  - _____ Composition
- _____ Math skills
- _____ Vocational behaviors
- _____ Work attitudes
- _____ Career awareness
- _____ Is below grade level
- _____ Other (describe)

____

____

Support Services Needed

Items checked are the programs or services necessary for the above disadvantaged student:

- _____ Specialized vocational counseling
- _____ Use of teacher aides
- _____ Tutorial services and assistance
- _____ Integration of basic education and vocational subject matter
- _____ Team teaching in special vocational education programs
- _____ Curriculum modification (implementation, not development)
- _____ Programmed and individualized instruction
- _____ Special teachers
- _____ Work study arrangements
- _____ Reduction of student-teacher ratio in special classes (CVAE)
- _____ Arrangements for transportation
- _____ Specialized instruction material and equipment
- _____ Other (describe)

____

____

Describe How Services Are To Be Provided

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VOCATIONAL SUPPORT SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Adult __________

Student's Name ______________________________ Grade Level ______________________ Age __________

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_____ Agriculture

Occupational Home

_____ Economics Education

Marketing and

_____ Distributive Education

_____ Industrial Arts

Consumer and

_____ Homemaking Education

_____ Office Education

_____ Health Occupations

_____ Occupational Orientation

_____ Industrial Education

Instructional arrangements: _____ Regular Program _____ CVAE

Specific Class: ______________________________

Characteristic of Student

_____ Native tongue is not English.

_____ English is not the dominant language in the home.

_____ Student has difficulties speaking and understanding instruction in the English language.

Vocational assessment data show deficits in the following areas:

- _____ Communication skills
  - _____ Reading
  - _____ Writing
  - _____ Composition
- _____ Math skills
- _____ Vocational behaviors
- _____ Work attitudes
- _____ Career awareness
- _____ Is below grade level
- _____ Other (describe)

____

____

Support Services Needed

Items checked are the programs or services necessary for the above disadvantaged student:

- _____ Specialized vocational counseling
- _____ Interpreters (including peers)
- _____ Use of teacher aides
- _____ Tutorial services and assistance
- _____ Integration of basic education and vocational subject matter
- _____ Team teaching in special vocational education programs
- _____ Curriculum modification (implementation, not development)
- _____ Programmed and individualized instruction
- _____ Special teachers
- _____ Work study arrangements
- _____ Reduction of student-teacher ratio in special classes (CVAE)
- _____ Arrangements for transportation
- _____ Specialized instruction material and equipment
- _____ Other (describe)

____

____

Describe How Services Are To Be Provided

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APPENDIX K

SELECTED SOURCES OF BILINGUAL AND NON-ENGLISH VOCATIONAL MATERIALS

Source	Vocational Areas	Language(s)
Bilingual Publications Company 1966 Broadway New York, NY 10023	Air conditioning and refrigeration, auto mechanics, business education, commercial correspondence, electronics, health occupations, home economics, TV and radio repair	Spanish
Brolet Press 18 John Street New York, NY 10038	Electronics	Creole Portuguese Spanish
Chilton Book Company Radnor, PA 19089	Auto mechanics	Spanish
European Book Company 925 Larkin Street San Francisco, CA 94109	Agribusiness, air conditioning and refrigeration, auto mechanics, construction, data processing, electronics, health occupations, sewing, TV and radio repair, vocational teacher education	Spanish
Haffernan's Supply Company 926 Fredericksburg Road Box 5309 San Antonio, TX 78201	Accounting, agribusiness, auto mechanics, commercial correspondence, construction, data processing, drafting, electronics, TV and radio repair	Spanish
Lab Volt Systems P. O. Box 686 Farmingdale, NJ 07727	Electricity and electronics	Multilingual
McGraw Hill 1221 Avenue of Americas New York, NY 10022	Business education, drafting, machine shop, welding	Spanish

Source	Vocational Areas	Language(s)
Milady Publishing Corporation 3839 White Plains Road Bronx, NY 10467	Cosmetology	Spanish
Minerva Book Company 137 West 14th Street New York, NY 10011	Air conditioning and refrigeration, auto mechanics, business education, health occupations, TV and radio repair	Spanish
Quality Book Company 400 Anthony Trail Northbrook, IL 60062	Auto mechanics, construction, electronics, TV and radio repair	Spanish
Richards Rosen Press 29 East 21st Street New York, NY 10010	Employability skills	Spanish
South-Western Publishing Company Dpto. de Ediciones en Espanol 5101 Madison Road Cincinnati, OH 45227	Business education, health occupations, industrial arts	Spanish
The French & Spanish Book Corporation 619 Fifth Avenue New York, NY 10020	Agriculture, auto repair, business education, carpentry construction, cosmetology, data processing, electricity, electronics, graphics arts, health occupations, heating, home economics, hotel and restaurant, photography, printing, real estate, radio and TV repair, refrigeration	French

VAH Appendix A-2

UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

APR 14 1986

APR 18 1986

Honorable Augustus F. Hawkins
Chairman
Committee on Education and Labor
House of Representatives
Washington, D.C. 20515

RECEIVED
APR 30 1986
SPECIAL NEEDS

Dear Mr. Chairman:

Thank you for your letter of January 23, 1986, regarding whether vocational education or special education personnel are responsible under section 204(c)(1) of the Carl D. Perkins Vocational Education Act for an assessment of a handicapped student's vocational education needs. I am sorry for the delay in responding.

Section 204(c)(1) requires that each handicapped student who enrolls in vocational education programs receive an "assessment of the interests, abilities and special needs of such student with respect to completing successfully the vocational program." The Department's program regulation, in 34 C.F.R. § 401.101(b), which was published on August 16, 1985, provides that it is the responsibility of a local educational agency to perform a needs assessment of handicapped students enrolled in vocational education programs.

The Act does not specify who is required to conduct the assessment under section 204(c)(1), nor does it require or preclude special education or vocational education personnel from doing so. We also note that the needs assessments, special services, and counseling required under section 204(c) apply to disadvantaged individuals as well as to handicapped individuals. By not specifying who is to conduct these activities, we believe Congress contemplated that the local educational agency have the flexibility to provide appropriate assessments for individual students.

This is supported by both the language of section 204 of the statute and its legislative history which emphasize coordination between vocational education and special education. Section 204(a)(3)(A) requires a State to assure that vocational education programs for the handicapped be included as a component of the individualized education plan

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(I.E.P.) required under the Education of the Handicapped Act, whenever appropriate. In addition, section 204(a)(3)(B) requires the State to assure that vocational planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education. Section 401.19(a)(18)(ii)(B) and (C) of the governing regulations also requires these assurances. Similarly, the committee report accompanying the Senate bill, S. 2341, from which section 204 is derived, states that a representative of vocational education should participate in the development of the I.E.P., and that vocational education and special education should cooperate so that they "will not be seen as separate preserves." S. Rep. 98-507 at 17-18.

Thus, it appears that coordination, where appropriate, between special education and vocational education to address the needs of handicapped students was a major concern of the Senate committee. Accordingly, once a student chooses to enroll in vocational education, the needs assessment, special services, and counseling required under section 204(c) should be conducted by the personnel best qualified to provide such services, taking into account the vocational component already included in the I.E.P. developed by both vocational education and special education personnel. Collaborative efforts would help to ensure that vocational education not repeat assessments already conducted and that compliance with requirements under the Carl D. Perkins Vocational Education Act and the Education for the Handicapped Act is achieved.

We appreciate your concern about this issue, which is important to the implementation of the Carl D. Perkins Vocational Education Act. If you need further information, please contact Dr. LeRoy Cornelsen, Director, Division of Vocational Education, at 732-2441.

Sincerely,

William Bennett

William J. Bennett

VAH Appendix A-3

OVERVIEW OF SCR 129*

A. Agencies Involved:

1. Texas Rehabilitation Commission
2. Texas Education Agency
3. Texas Department of MHMR

B. Purpose : To assure that a transitioning process is available for persons with disabilities, enabling those persons to achieve maximum independence.

C. Basic Goals:

1. To provide a continuous flow of services to persons with mental retardation.
2. To prevent duplication of services, barriers to services, and inefficiencies in delivery of services.
3. To share diagnostic information in order to streamline entry into services and represent a cost savings to the state.
4. To provide transition from the education system to the various services of the other agencies.
5. To improve coordination of their services.
6. To initiate joint agreements concerning educational, vocational and other services.

D. Agency Responsibilities:

1. To jointly develop a strategic plan, including:
    a. Designating individuals needing transition services as a priority population.

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* Source: Atwood, T. & Young, D. (1987, October 1). Conjoint diagnostic training manual: For use by TDMHMR facilities and community centers, Texas Rehabilitation Commission, and Texas Education Agency (Draft).

b. Developing a coordinated process for screening, identification and referral, non-duplicative diagnostics and evaluation, and coordinated staffings for the purpose of developing an Individual Transition Plan.

c. Jointly developing a process for implementing an Individual Transition Plan for the person at the earliest appropriate age.

d. Developing, implementing and monitoring a plan for inter-agency cost sharing to maximize the provision of transition of services.

e. Developing and implementing a process to share information in a manner that maintains the confidentiality of personally identifiable information.

f. Developing a process and committing resources for the provision of in-service training within the cooperating agencies.

2. The Agency's responsibilities are accomplished through a state-wide Steering Committee and through local Steering Committees.

Vocational Assessment Handbook (VAH)

Appendix B

B-1 Table 1: Instruments Which May Be Useful for Level II Vocational Assessment of Handicapped Students

B-2 Table 2: Work Samples Which May Be Useful for Level III Assessment of Handicapped Students.

B-3 Alphabetical Listing of Career Assessment Instruments By Category and Level of Use.

Source: Kapes, J. T., & Parrish, L. H. (1983). Career guidance and assessment tools for handicapped persons. In R. C. Rodgers (Ed.) Measurement trands in career and vocational education (pp. 47-61). San Francicso: Josey-Bass.

TABLE I

Instruments Which May Be Useful for Level II Vocational Assessment of Handicapped Students

Type/Name	Publisher	Description & Comments on Use
Aptitude/Basic Skill		
Adult Basic Learning Exam (ABLE)	The Psychological Corporation	Measures learning ability of non-completing high school students. Gives scores for vocabulary, reading, spelling and arithmetic. High school-adults.
Appraisal of Occupational Aptitudes	Riverside Publishing Company	Used for selection and counseling regarding business and office careers. Grade 9-adults.
Basic Occupational Literacy Test (BOLT)	U.S. Government Printing Office	Assesses basic skills in reading comprehension, vocabulary, arithmetic computation and reasoning. Grades 1-11.
Bennett Hand-Tool Dexterity Test	The Psycholoigical Coorporation	Measures manual dexterity and gross motor coordination while using tools. High school-adults.
Career Ability Placement Survey (CAPS)	Educational and Industrial Testing Service (EdITS)	Measures abilities keyed to entry requirements for the majority of jobs within 14 occupational clusters. Grades 7-adults.
Clerical Skills Series	Martin M. Bruce Publishers	Reports scores on clerical skills such as filing and punctuation. Clerical workers and applicants.
Comprehensive Ability Battery	Institute of Personality and Ability Testing	Twenty sub-tests some of which include rote memory, spelling, originality, and mechanical ability. Ages 15-over.
Crawford Small Parts Dexterity Text	The Psychological Coorporation	Measures fine finger dexterity and eye-hand coordination while manipulating tweezers and pins. High school and adults.
Dailey Vocational Tests	Riverside Publishing Company	Examines potential for a wide range of occupations in trade, technical, and business-secretarial fields. Grade 8-adults.
Differential Aptitude Test (DAT)	The Psychological Coorporation	Designed for educational and vocational guidance in Jr. and Sr. high schools. Nine scores include mechanical reasoning and space relations. Grades 8-12.
Flanagan Industrial Tests	Science Research Associates, Inc.	Eighteen short tests which include assembly, electronics, and vocabulary. Seven tests are entry level specific. Non-college adults.
General Aptitude Test Battery (GATB)	U.S. Government Printing Office	Measures nine major aptitudes required for occupational success. Used by U.S. Employment Service. Grades 9-12 and adults.
Minnesota Clerical Test	The Psychological Coorporation	A test of speed and accuracy in performing tasks such as number and name checking. Grades 8-12 and adults.
Minnesota Rate of Manipulation Test	American Guidance Service, Inc.	Assesses arm-hand dexterity. Requires placement, turning and displacing of cylinders into holes. Grades 7-adults, plus norms for blind persons.
Minnesota Spatial Relations Test	American Guidance Service, Inc.	Requires the transfer of 58 blocks of assorted sizes and shapes from one board to another. Ages 11 and over.
Nonreading Aptitude Test Battery (NATB)	U.S. Government Printing Office	A non-reading alternative to the GATB. Useful in vocational counseling with educationally deficient students. Grade 9-adults.

TABLE I (Continued - P. 2)

Type/Name	Publisher	Description & Comments on Use
O'Connor Finger Dexterity Test	Stoelting Company	Assesses motor coordination and manual dexterity. Metal pins are inserted in holes as rapidly as possible. Ages 14 and over.
O'Connor Tweezer Dexterity Test	Stoelting Company	Assesses motor coordination and manual dexterity. Metal pins are inserted in holes with use of tweezers. Ages 14 and over.
Pennsylvania Bi-Manual Worksample	American Guidance Service, Inc.	Requires assembly and disassembly of nuts and bolts as it measures hand and finger dexterity. Ages 16 and over.
Purdue Pegboard	Science Research Associates, Inc.	Measures manual dexterity using a board, pins, washers and collars. Grades 9-adults.
Short Occupational Knowledge Tests	Science Research Associate, Inc.	Twelve Tests measure content knowledge in such occupations as carpenter, secretary, and welder. Adults.
Short Test of Clerical Ability	Science Research Associate, Inc.	Measures seven areas associated with clerical work for use in job placement. Applicants for office positions.
SRA Test of Mechanical Concepts	Science Research Associate, Inc.	Used to evaluate for hire, promotion or training for mechanical jobs such as assembler or machinist. Grades 8-adults.
Stromberg Dexterity Test	The Psychological Cooporation	Assesses speed and accuracy of arm and hand movement. Used by trade schools with adults.
Tests of Adult Basic Education (TABE)	CTB/McGraw-Hill	Establishes a level at which instruction should begin in basic skills. Analyzes the needs of adults who wish to pursue vocational training or general literacy study. Adults.
Word and Number Assessment Inventory	NCS Interpretive Scoring System	Measures verbal and mathematical ability and compares them with educational and occupational groups. Grades 9-adults.
Interests/Work Values		
AAMD-Becker Reading-Free Vocational Interest Inventory	American Association on Mental Deficiency	A non-reading vocational preference inventory for mentally retarded people at the unskilled and semiskilled levels. High school EMR.
Applied Biological and Agribusiness Interest Inventory	Interstate Printers & Publishers, Inc.	Identifies students with high interest in vocational agriculture fields. Grade 8.
California Life Goals Evaluation Schedules	Western Psychological Services	An inventory based on ten career value areas such as fame, security, and independence. Ages 15 and over.
California Occupational Preference System (COPS)	Educational & Industrial Testing Service (EdITS)	Mesures job activity interests in 14 general interest areas such as outdoor, clerical and arts. Middle school-adults.
Career Assessment Inventory (CAI)	NCS Interpretive Scoring Systems	An interest inventory that compares interests to those of workers in occupations requiring less than a college education. Grade 8-adults.
Career Guidance Inventory	Educational Guidance, Inc.	Designed for counseling students with interests in trades, services and technology. Grades 7-13.
Career Orientation Placement and Evaluation Survey (COPES)	Educational & Industrial Testing Service (EDITS)	Measurement of personal values representing the vocational motivation or value domain. Grades 7-12, college, and adults.

TABLE I (Continued P. 3)

Type/Name	Publisher	Description & Comments on Use
Geist Picture Interest Inventory	Western Psychological Service	Uses pictures to obtain 11 interest scores such as mechanical or literary and seven motivational scores such as prestige and environmental. Male and female versions.
Geist Picture Interest Inventory (Deaf Form)	Western Psychological Service	Reports 10 interest scales omitting musical from the original Geist instrument. Deaf and hard of hearing males, grades 7-16 and adults.
Gordon Occupational Check List	The Psychological Coorporation	An interest checklist covering 240 jobs not requiring college training. Grades 8-adults.
Hall Occupational Orientation Inventroy	Scholastic Testing Service, Inc.	An instructional package in a measurement format. Aids in recognizing occupational values and needs. Grades 3-college and reading handicapped adults.
Harrington-O'Shea Career Decision-Making System	American Guidance Service, Inc.	A self-assessment and interest inventory that provides detailed occupational information. Grade 7-adults.
How Well Do You Know Your Interests	Edupac, Inc.	Collects information about students likes and dislikes of jobs, activities, people, and things. High school and college.
Interest Determination, Exploration and Assessment System (IDEAS)	NCS Interpretive Scoring System	A self-contained, self-scoring interest inventory consisting of 14 scales such as electronics, science, writing and sales. Grades 6-12.
Jackson Vocational Interest Survey	Research Psychologists Press, Inc.	Consists of 34 basic interest scales that assist in college and career planning. High school-adults for college level careers.
Job Attitude Scale	Shoukry D. Sahel	Deals with 17 intrinsic and extrinsic factors in job satisfaction and motivation such as salary and recognition. Adults.
Judgement of Occupational Behavior-Orientation (JOB-O)	CFKR Career Materials, Inc.	Assists in narrowing job titles to those that best match personal needs through preference testing. Grade 7-adults.
Kuder General Interest Survey (Form E)	Science Research Associates, Inc.	Measures 10 broad vocational interests such as outdoor, mechanical, and artistic for use in counseling and career exploration. Grades 6-12.
Kuder Occupational Interest Survey (FORM DD)	Science Research Associates, Inc.	Measures 126 occupational scales and 48 college major scales for use in counseling college bound. Grade 11-adults.
Minnesota Importance Questionnaire (MIQ)	Vocational Psychology Research	Measures 20 psychological needs relevant to work satisfaction. Ages 16 and over.
Missouri Occupational Card Sort	Career Planning and Placement Service	Expands the range of occupations being considered and encourages further career exploration. Grades 11-adults.
Missouri Occupational Preference Inventory	Human Systems Consultants, Inc.	A card sort which assists in exploring career options and understanding career choice. High school-adults.
Non-Sexist Vocational Card Sort	NSVCS	A card sort which explores feeling and values which limit the options that vocational clients perceive as being open to them. High school-adults.
OCC-U-Sort	Publishers Test Service	A card sort designed to stimulate career exploration, examine motives for occupational choice and broaden career options. Junior high school-adults.

TABLE I (Continued P. 4)

Type/Name	Publisher	Description & Comments on Use
Ohio Vocational Interest Survey (OVIS II)	The Psychological Corporation	Consists of 23 scales based on data, people and things such as agriculture and medical. To assist students with vocational planning. Grade 8-adults.
Picture Interest Exploration Survey	Education Achievement Corporation	A career interest inventory using 156 slides. Includes 13 areas such as office and construction work using workers' hands in each slide. Grades 7-12.
Self Description Inventory	NCS Interpretive Scoring Systems	Relates 11 personality scales to career choice. Holland's six types are used. Grades 9-adults.
Self Directed Search (SDS)	Consulting Psychologists Press, Inc.	A self administered, scored and interpreted vocational counseling tool that encourages the exploration of careers. Junior high school-adults.
Strong-Campbell Interest Inventory (SCII)	Stanford University Press	Provides a comparative measure of one's interest to people in general and people in a wide variety of professional occupations. Grade 8-adults.
Temperament and Values Inventory (TVI)	NCS Interpretive Scoring Systems	Temperament scales describe how one reacts in various situations while the reward values scale measures what parts of a job may be rewarding. Grades 9-adults.
USES Interest Inventory	U.S. Government Printing Office	Provides measures of occupational interest in occupations that have been classified in the USES Guide for Occupational Exploration. High school-adults.
Vocational Exploration and Insight Kit	Consulting Psychologist Press, Inc.	Uses a card sort to encourage self exploration. Based on Holland's Self Directed Search. High school-adults.
Vocational Interest, Experience and Skill Assessment (VIESA)	The Riverside Publishing Company	Develops self awareness while exploring over 650 career options. Grades 8-12.
Vocational Interest and Sophistication Assessment	O.S.U. Nisonger Center	A reading free picture instrument that measures one's interest and knowledge about unskilled and semi-skilled jobs. Mildly retarded adolescents-adults.
Wide Range Interest-Opinion Test (WRIOT)	Jastak Associates, Inc.	Determines interests and attitudes about jobs regardedless of age, sex, mental ability, cultural background or educational level. Age 5-adults.
What I Like to Do	Science Research Associates, Inc.	Helps children identify interests, curricular and career preferences. Grades 4-7.
Work Values Inventory (WVI)	The Riverside Publishing Co.	Self report inventory designed to measure 15 satisfactions (values) that people seek in their work. Grades 7-12-adults.
Work Adjustment Competencies		
AAMD Adaptive Behavior Scale	American Association of Mental Deficiency	Assesses the effectiveness of an individual in coping with the natural and social demands of the environment. Primarily for mentally retarded.
Career Awareness Inventory	Scholastic Testing Service, Inc.	Assesses overall occupational awareness and evaluates the effectiveness of instructional programs. Elementary-high school.
Career Decision Scale	Marathon Consulting & Press	An 18 item rating scale designed to identify barriers preventing one from making career descisions. Grades 9-college.
Career Development Inventory (CDI)	Consulting Psychologists Press,	Assesses the readiness to make pre-occupational and vocational decision in terms of attitudes, knowledge and skills. Junior high school-college.

TABLE I (Continued P. 5)

Type/Name	Publisher	Description & Comments on Use
Career Education Readiness Test	Career Education Readiness Measurement & Research	Measures knowledge and attitude regarding vocational concepts such as work vocabulary and sex role stereotyping. Grades K-6.
Career Maturity Inventory (CMI)	CTB/McGraw-Hill	Consists of five competence scales and an attitude scale that provides information important for mature career decision-making. Grades 6-12.
Career Skills Assessment Program (CSAP)	The College Board	Evaluates the extent to which students have mastered fundamental career development principles. Grade 9-adults.
Employment Readiness Scale	Anthony M. Alfano	Measures a person's readiness for work by assessing work values. Beneficial for un, semi or skilled work settings. High school-adults.
Experience Exploration	Chronicle Guidance	A career decision model based on evaluation of experience. Relates self-assessed experiences to the world of work. Grades 9-14.
Individual Career Exploration	Scholastic Testing Service	Consists of both picture and verbal forms that measures interests, abilities, experiences and occupational choices. Grades 3-12.
Knowledge of Occupations Test	Edupac, Inc.	Measures student information about careers in terms of earnings, licensing, employment trends etc. High school.
Mooney Problem Checklist	The Psychological Corporation	Self report inventory used to identify problems for group discussion or individual counseling. Four Forms-junior high school to adults.
My Vocational Situation	Consulting Psychologists Press, Inc.	Provides information about one's vocational identity, occupational information, and barriers that restrict a career choice from being made. High school-adults.
New Mexico Career Education Test Series	Monitor, Inc.	Assesses specific learner objectives such as attitudes toward work and job application procedures as they relate to career education. Grades 9-12.
Occupations and Careers Information BOXSCORE	Chronicle Guidance Publications, Inc.	Measure basic knowledge of occupational information such as licensing, job entry requiremnts and occupational outlook. Grades 7-12.
Priority Counseling Survey	Minicomp Corporation	Identifies vocational and educational counseling needs. Grades 7-12 and junior college.
San Francisco Vocational Competency Scale	The Psychological Corporation	Rates mentally retarded adults for participation in sheltered workshops. Measures motor skills, cognition, responsibility, and social-emotional behavior. Mentally retarded adults.
Social and Prevocational Information Battery	CTB/McGraw-Hill	Assesses knowledge of skills regarded as important for the community adjustment of EMR students. Junior and senior high school EMR students.
Survey of Educational/ Occupational Expectations/ Aspirations	Designed Learning Association	Collects information regarding students aspirations relevant to jobs, education, marriage and career goals Grades 7-12.
16 Personality Factors (16 PF)	Institute for Personality and Ability Testing	Assesses 16 personality dimension which can be interpreted for use in career or life adjustment counseling. Ages 16-adults.

TABLE I (Continued P. 6)

Type/Name	Publisher	Description & Comments on Use
Test for Everyday Living (TEL)	McGraw-Hill	Measures achievement in the life skills area such as banking, health care and job search skills. Jr. and Sr. high school.
Vineland Social Maturity Scale	American Guidance Services, Inc.	Interview based developmental scale which assesses an individuals ability to take responsibility and look after practical needs. Primarily mentally retarded.
Vocational Opinion Index	Associates for Research in Behavior, Inc.	Defines ones attitudes, perceptions, and motivation as they relate to the ability to obtain and maintain a job. For disadvantaged vocational trainees.

VAH Appendix B-2

Source: Kapes, J. T., & Parrish, L. H. (1983). Career guidance and assessment tools for handicapped persons. In R. C. Rodgers (Ed.), Measurement trends in career and vocational education (pp. 47-61). San Francisco: Jossey-Bass.

TABLE II

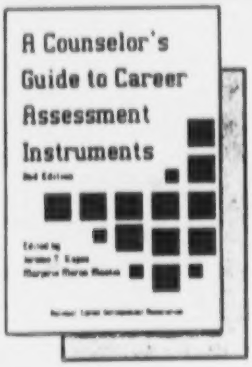
Work Samples Which May Be Useful for Level III Assessment of Handicapped Students

Name	Publisher	Description & Comments On Use
Carrels for Hands On Individualized Career Education (CHOICE)	Career Research Corporation	Consists of a series 50 self instructional carrels (Job samples) designed for individual study and hands on experience. Adaptable to rehabilitation and handicapped clients.
Comprehensive Occupational Assessment and Training System (COATS)	Prep, Inc.	Consists of four components: Job matching, employability attitudes, work samples (26), and living skills. For rehabilitation clients.
Hester Evaluation System (HESTER)	Evaluation Systems, Inc.	A battery of psychological tests and ratings designed to relate client scores to the DOT. Yields 28 scores. For all IQ levels, physically handicapped and deaf.
Jewish Employment Vocational Service Work Sample System (JEVS)	Vocational Research Institute Jewish Employment & Vocational Service	Contains 28 work samples arranged in ten DOT worker trait groups such as nut, bolt and washer assembly. For disadvantaged and other special needs people.
McCarron Dial Work Evaluation System	McCarron-Dial Systems, Common Market Press	Measures five factors: verbal-cognitive, sensory, motor, emotional and integration-coping. Utilizes eight instruments and yields 17 scores. For mentally retarded, mentally ill, learning & neurologically impared.
Micro-Tower	ICD Rehabilitation & Research Center	A group aptitude test that uses work sample methodology to measure eight aptitudes based on the GATB. Target groups include rehabilitation, disadvantaged and special education clients.
Project Discovery	Experience Education	A career exploration package consisting of over 40 individualized simulated work situations such asmasonry and sales. A guidance component is included. Ages 12-adult.
Tool Tech Today	Mind, Inc.	A hands on training & assessment program in the correct & safe usage of over 100 hand tools. Women, as well as handicapped students find this system beneficial. Pre-vocational students - adults.
Singer Vocational Evaluation System	Singer Educational Division	Contains 25 work stations each used independently such as bench assembly, needle trades, masonry, cooking, & baking. Primarily intended for special populations.
System for Assessment and Group Evaluation (SAGE)	Progressive Evaluation Systems Corporation (PESCO)	Consists of measures of aptitude, attitude and interests related to DOT (4th edition). Not specifically designed for the handicapped but can be used with most types of disabilities.
Systematic Approach to Vocational Evaluation (SAVE)	SAVE Enterprises	Consists of work samples designed to assess 46 Worker Trait Groups based on the DOT. A subset of 16 worker trait group assessments are directed at the mentally handicapped and academically deprived.
Talent Assessment Program (TAP)	Talent Assessment, Inc.	Contain ten tests such as Discrimination by color, gross dexterity without tools, and retention of structural and mechanical detail. For disadvantaged, handicapped and emotionally disturbed.

TABLE II (CONTINUED)

Name	Publisher	Description & Comments on Use
Testing, Orientation, and Work Evaluation in Rehabilitation (TOWER)	ICD Rehabilitation and Research Center	Consists of 93 work samples arranged in 14 job training areas such as clerical, electronics assembly and mail clerk. For physically and emotionally disturbed.
Valpar Component Work Sample System	Valpar Corporation	Consists of 16 work samples such as small tools, numerical sorting, money-handling and drafting. For physically handicapped, adaptations for visual and deaf handicapped.
Valpar Pre-Vocational Readiness Battery (Valpar 17)	Valpar Corporation	Contains five areas each with seperate subtests: development assessment, workshop evaluation, vocational interest screening, social/interpersonal skills and independent living skills. For mentally retarded.
Vocational Information & Evaluation Work Sample (VIEWS)	Vocational Research Institute, Jewish Employment & Vocational Services	Consists of 16 work samples in four areas such as tile sorting, mail counting, drill press and circuit board assembly. For mild, moderate and severely retarded adults.
Vocational, Interest, Temperament and Aptitude (VITAS)	Vocational Research Institute, Jewish Employment & Vocational Services	Consists of 21 work samples in 15 worker trait groups such as packing matchbooks, message taking, circuit board inspection and drafting. For educationally and/or culturally disadvantaged.
Vocational Skills Assessment and Development Program	Broadhead-Garrett	Consists of 3 phases with phase I containing 10 work samples based on sorting, assembly and disassembly. For handicapped and disadvantaged, ages 12 - adults.
Wide Range Employment Sample Test (WREST)	Jastak Associates	Consists of ten work samples including such tasks as folding, stapling, packaging, and pattern matching. For mentally retarded, cerebral palsied, and other severely handicapped.

ANNOUNCING!



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ALPHABETICAL LISTING OF CAREER ASSESSMENT INSTRUMENTS BY CATEGORY AND LEVEL OF USE*

LEGEND

P - Primary Category of Use
S - Secondary Category of Use
* - Level of Use

INSTRUMENTS	CATEGORY							LEVEL			
	Aptitudes	Interests	Values	Career Development	Combined Measures	Personality	Special Populations	Elementary School	Junior High/Middle School	High School	Post-High School/Adult
ACT Career Planning Program (CPP)	S	S			P				•	•	•
Adaptability Test	S						P			•	•
Adult Basic Learning Exam (ABLE)	P										•
Adult Career Concerns Inventory (ACCI)				P							•
Applied Biological and Agribusiness Interest Inventory		P							•		
Apticom	S	S			P		S			•	•
Aptitude Based Career Decision Test (ABCD)	P										•
Aptitude Tests for Occupations	P									•	•
Aptitudes	P									•	
Armed Services Vocational Aptitude Battery (ASVAB)	P									•	•
Assessment of Career Decision Making (ACDM)				P						•	•
Ball Aptitude Battery	P									•	
Bennett Hand Tool Dexterity Test	P						S			•	•
Birkman Method - Needs at a Glance		S	S			P					•
Canadian Occupational Interest Inventory		P									•
Career Ability Placement Survey (CAPS)	P								•	•	•
Career Area Interest Checklist		P								•	
Career Assessment Inventory - The Enhanced Version (CAI)		P								•	•
Career Awareness Inventory				P				•	•	•	
Career Decision Scale (CDS)				P						•	•
Career Development Inventory (CDI)				P					•	•	•
Career Directions Inventory		P								•	•

* Adapted from: Whitfield, E. A., Kapes, J. T. & Mastie, M. M. (1988). User's matrix of career assessment instruments. In J. T. Kapes & M. M. Mastie (Eds.). A counselor's guide to career assessment instruments (2nd ed.) (Appendix C). Alexandria, VA: The National Career Development Association.

ALPHABETICAL LISTING OF CAREER ASSESSMENT INSTRUMENTS BY CATEGORY AND LEVEL OF USE*

LEGEND

P - Primary Category of Use
S - Secondary Category of Use
• - Level of Use

INSTRUMENTS	CATEGORY							LEVEL			
	Aptitudes	Interests	Values	Career Development	Combined Measures	Personality	Special Populations	Elementary School	Junior High/Middle School	High School	Post-High School/Adult
Career Education Readiness Test				P				•	•		
Career Exploration Series		P							•	•	•
Career Evaluation System Series 100	S				S		P			•	•
Career Guidance Inventory		P							•	•	•
Career Guidance Inventory for Trades, Services, & Technologies		P							•	•	•
Career Interests		P									•
Career Interest Survey		P								•	
Career Interest Tests (CIT)		P							•	•	•
Career Maturity Inventory (CMI)				P					•	•	•
Career Occupational Preference System Interest Inventory (COPS)		P							•	•	•
Career Orientation Placement and Evaluation Survey (COPES)			P						•	•	•
Career Path Strategy				P						•	•
Career Skills Assessment Program (CSAP)				P					•	•	•
Career Survey	S	S			P				•	•	•
Career Values Card Sort Kit			P								•
College Major Card Sort					P				•	•	•
Comprehensive Ability Battery (CAB)	P									•	•
Comprehensive Career Assessment Scale		S		P				•	•	•	
Comprehensive Occupational Assessment & Training System	S	S			S		P			•	•
Computerized Career Assessment & Planning Program (CCAPP)	S	P								•	
Computer Operator Aptitude Battery (COAB)	P										•
Computer Programmer Aptitude Battery (CPAB)	P										•
Crawford Small Parts Dexterity Test	P						S			•	•
Differential Aptitude Tests (DAT)	P								•	•	•
Employment Readiness Scale			P							•	•
Experience Exploration		S			P				•	•	•
Exploring Career Options (ECO)	S		S			P					•

* Adapted from: Whitfield, E. A., Kapes, J. T. & Mastie, M. M. (1988). User's matrix of career assessment instruments. In J. T. Kapes & M. M. Mastie (Eds.). A counselor's guide to career assessment instruments (2nd ed.) (Appendix C). Alexandria, VA: The National Career Development Association.

ALPHABETICAL LISTING OF CAREER ASSESSMENT INSTRUMENTS BY CATEGORY AND LEVEL OF USE*

LEGEND

P - Primary Category of Use

S - Secondary Category of Use

*** - Level of Use**

INSTRUMENTS	CATEGORY							LEVEL			
	Aptitudes	Interests	Values	Career Development	Combined Measures	Personality	Special Populations	Elementary School	Junior High/Middle School	High School	Post-High School/Adult
Flanagan Aptitude Classification Test (FACT)	P						S			•	•
Forer Vocational Survey: Men-Women						P				•	•
Geist Picture Interest Inventory		S					P		•	•	•
Gordon Occupational Checklist II		P							•	•	•
Hackman-Gaither Interest Inventory		P							•	•	•
Hall Occupational Orientation Inventory (HALL)			P					•	•	•	•
Harrington O'Shea Career Decision-Making System (CDM)		P							•	•	•
Hester Evaluation System (HESTER)	S						P			•	•
How Well Do You Know Your Interests?		P								•	•
Individual Career Exploration (ICE)	S	S	S		P			•	•	•	
Interest Determination, Exploration & Assessment System (IDEAS)		P							•	•	
Inventory of Interests		P							•	•	•
Jackson Vocational Interest Survey (JVIS)		P								•	•
Jewish Employment Vocational Services Work Samples (JEVS)	S						P			•	•
Job Descriptive Index (JDI)			P								•
Judgement of Occupational Behavior-Orientation (JOB-O)		P							•	•	•
Jobtap II					P					•	•
Key Educational Vocational Assessment System (KEVAS)	S	S			S	S	P			•	•
Knowledge of Occupations Test				P						•	
Kuder Career Development Inventory		S			P				•	•	•
Kuder General Interest Survey, Form E (KUDER-E)		P							•	•	•
Kuder Occupational Interest Survey, Form DD (KUDER-DD)		P								•	•
Major-Minor-Finder (M-M-F)					P					•	•
Manipulative Aptitudes Test	P						S		•	•	•
McCarron-Dial System (MDS)	S				S		P		•	•	•
Measures of Occupational Stress, Strain, and Coping						P					•
Microcomputer Evaluation & Screening Assessment (MESA)	S	S			S		P			•	•

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INSTRUMENTS	Aptitudes	Interests	Values	Career Development	Combined Measures	Personality	Special Populations	Elementary School	Junior High/Middle School	High School	Post-High School/Adult
Microcomputer Evaluation of Career Areas (MECA)	S	S			S		P		•	•	
Micro-Tower	S						P			•	•
Milwaukee Academic Interest Inventory		P								•	•
Minnesota Clerical Test (MCI)	P									•	•
Minnesota Importance Questionnaire (MIQ)			P							•	•
Minnesota Rate of Manipulation Test, 1969 Edition (MRMT)	P						S		•	•	•
Minnesota Satisfaction Questionnaire (MSQ)			P								•
Missouri Occupational Card Sort (MOCS)		P								•	•
Missouri Occupational Preference Inventory (MOPI)		P								•	•
Motivated Skills Card Sort (MSCS)				P						•	•
Myers-Briggs Type Indicator (M-BTI)						P			•	•	•
My Vocational Situation (MVS)				P						•	•
New Mexico Career Education Test Series				P					•	•	
Non-Sexist Vocational Card Sort		P								•	•
Occupational Aptitude Survey & Interest Schedule (OASIS)	S	S			P				•	•	
Occupations & Career Information BOXSCORE				P					•	•	
Occupation Interest Card Sort (OICS)		P								•	•
Occ-U-Sort		P								•	•
O'Connor Finger Dexterity Test	P						S		•	•	•
O'Connor Tweezer Dexterity Test	P						S		•	•	•
Office Skills Test	P						S			•	•
Ohio Vocational Interest Survey: II (OVIS)		P							•	•	•
Ohio Work Values Inventory			P					•	•	•	•
Orientation Inventory			S			P				•	•
Pennsylvania Bi-Manual Worksample	P						S			•	•
Personal Skills Map (PSM)						P		•	•	•	•
Personnel Tests for Industry-Oral Directions Test (PTI-ODT)	S						P				•

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Pictoral Inventory of Careers (PIC)		S					P		*	*	*
Picture Interest Exploration Survey (PIES)		S					P		*	*	
Planning Career Goals (PCG)	S	S	S		P				*	*	
Prep Work Samples	S						P			*	*
Program for Assessing Youth Employment Skills (PAYES)	S	S		S	S		P			*	*
Purdue Pegboard	P						S		*	*	*
Reading Free Vocational Interest Inventory - Revised (RFVII)		S					P		*	*	*
System for Assessment & Group Evaluation/Compute-A-Match	S	S			P		S			*	*
Sales Attitude Checklist						P				*	*
The Salience Inventory (SI)			P						*	*	*
San Francisco Vocational Competency Scale	S				S		P				*
Self Description Inventory						P			*	*	*
Self-Directed Search (SDS)		P							*	*	*
Short Employment Tests (SET)	P						S			*	*
Short Tests of Clerical Ability (STCA)	P						S			*	*
Sixteen PF Personal Career Development Profile (PCDP)						P				*	*
Skills Assessment Module (SAM)	S						P		*	*	
Social & Prevocational Information Battery - Form T (SPIB-T)	S			S			P		*	*	*
Social & Prevocational Information Battery - Revised (SPIB)	S			S			P		*	*	*
SRA Pictorial Reasoning Test (PRT)	P						S		*	*	*
SRA Test of Mechanical Concepts	P						S		*	*	*
Strong-Campbell Interest Inventory (SCII)		P							*	*	*
Stromberg Dexterity Test (SDT)	P						S			*	*
Study of Values (SOV)			P							*	*
Talent Assessment Program System (TAPS)	S						P		*	*	*
Temperament & Values Inventory (TVI)			S			P			*	*	*
Test Orientation Procedure	S						P				*

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Testing, Orientation, & Work Evaluation in Rehabilitation (TOWER)	S						P			•	•
Tests of Adult Basic Education (TABE)	P										•
Uniact IV		P								•	•
USES Basic Occupational Literacy Test (BOLT)	S						P	•	•	•	
USES General Aptitude Test Battery (GATB)	P								•	•	•
USES Interest Checklist		P									•
USES Interest Inventory (USES II)		P							•	•	•
USES Non-Reading Aptitude Test Battery (NATB)	S						P		•	•	•
Valpar Component Work Sample System (VALPAR)	S						P			•	•
Valpar-17 Pre-Vocational Readiness Battery	S			S	S		P		•	•	•
The Values Scale (VS)			P						•	•	•
Vocational Adaptation Rating Scales	S			S	S		P		•	•	•
Vocational Exploration & Insight Kit (VEIK)		P		S						•	•
Vocational Evaluation System by Singer (VES)	S	S			S		P		•	•	•
Vocational Implications of Personality (VIP)						P			•	•	•
Vocational Information & Evaluation Work Samples (VIEWS)	S						P			•	•
Vocational Interest & Sophistication Assessment (VISA)		S		S			P		•	•	•
Vocational Interest, Experience, and Skill Assessment (VIESA)	S	P			S				•	•	•
Vocational Interest Inventory (VII)		P								•	•
Vocational Interest Profile Report		P								•	
Vocational Interest Temperament & Aptitude System (VITAS)	S						P			•	•
Vocational Opinion Index						S	P			•	•
Vocational Preference Inventory, 1985 Revision (VPI)		P				S				•	•
Vocational Research Interest Inventory (VRII)		P								•	•
Vocational Skills Assessment & Development Program	S						P		•	•	•
Vo-Tech Major Card Sort		P							•	•	•
What I Like To Do		P						•	•		

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Wide Range Employability Sample Test (WREST)	S						P			*	*
Wide Range Intelligence and Personality Test (WRIPT)	S					S	P	*	*	*	*
Wide Range Interest-Opinion Test (WRIOT)		S					P	*	*	*	*
Word and Number Assessment Inventory (WNAI)	P								*	*	*
Work Activities Checklist		P								*	
Work Activities Inventory		P								*	
Work Attitudes Questionnaire						P					*
Work Content Skills Inventory	P										*
Work Situations						P				*	
Work Skills Assessment Package	S						P		*	*	*
Work Values Inventory (WVI)			P						*	*	*
World of Work Inventory (WOWI)	S	S			P				*	*	*

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Vocational Assessment Hand-ook (VAH)

Appendix C

Easy Measurement User Documentation

EASY MEASUREMENT

USER DOCUMENTATION

Program and Documentation

Authored by

Timothy R. Vansickle

Texas A&M University

DECEMBER 1987

ACKNOWLEDGMENT: EASY MEASUREMENT would not have evolved into its disseminated version without the help of a great many people who have reviewed the program and the documentation. My sincere thanks to Dr. Jerome T. Kapes, whose tireless review and comments have produced significant improvements in the program and documentation. TRV

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INTRODUCTION

The program EASY MEASUREMENT is intended to aid in the development of local norms and provide other technical data. It is apparent that standardized tests cannot be applied to all populations and that the development of local norms for these tests could aid in the decision processes for individual schools and students. It is also apparent that locally developed performance samples and checklists are often necessary to provide relevant data at the local level. The development of these measures requires technical analysis to obtain norms, reliability, and validity data in an easy and consistent manner.

WHAT IS EASY MEASUREMENT

EASY MEASUREMENT is a package that will aid you (the user) in the development of local norms and provide other technical data (i.e., reliability and validity) necessary to help you interpret the data you collect.

What EASY MEASUREMENT will do is allow you to store data collected on your own sample of students and then provide the following statistics: means; standard deviations; standard (Z-scores, T-scores, and IQ-equivalent scores) and percentile scores; inter-rater, test-retest, and internal consistency (KR-21) reliabilities, and the standard error of measurement.

GETTING STARTED

System Requirements

The program requires an IBM PC, or compatible, with 1 floppy disk drive and 256k of memory. A printer is optional, but is recommended to aid in using the results.

A 640k version of this program is available upon request:

Vocational Special Needs Information Center
Educational Psychology
Mail Stop 4225
Texas A&M University
College Station, TX 77843

MAKING BACKUP DISKS

The software and files included on the EASY MEASUREMENT disk are not copy protected and may be copied with any file or disk copy program. It does contain the MS version of DOS 3.2 and is a bootable system disk. The following is a suggested method of making backup disks.

Single Drive

1. With your DOS system disk in the drive, turn on your monitor and computer.
2. At the A> prompt type DIR and verify that the DOS disk in the drive contains the DOS program DISKCOPY. If not, find the working copy of your DOS system that contains that program.
3. At the A> prompt type **DISKCOPY A: B:** and press [ENTER] (even though you have only one drive the computer will address that drive as both A and B).
4. When the computer prompts you to place the source disk in drive A place the original EASY MEASUREMENT disk in the drive and press [ENTER].
5. When the computer prompts you to place the target disk in drive B place a blank disk in the drive and press [ENTER].
6. Continue to follow the prompts until the copy process is complete.
7. When the copy process is complete store the original EASY MEASUREMENT disk in a safe place and label the other disk EASY MEASUREMENT WORKING COPY.

Dual Drive

1. With your DOS system disk in drive A: turn on your monitor and computer.
2. At the A> prompt type **DIR** and verify that the DOS disk in the drive contains the DOS program DISKCOPY. If not, find the working copy of your DOS system that contains that program.
3. At the A> prompt type **DISKCOPY A: B:** and press [ENTER].
4. When the computer prompts you to place the source disk in drive A place the original **EASY MEASUREMENT** disk in drive A and a blank disk in drive B then press [ENTER].
5. When the copy process is complete store the original EASY MEASUREMENT disk in a safe place and label the other disk EASY MEASUREMENT WORKING COPY.

Hard Drive

1. Turn on you monitor and computer.
2. At the C> prompt type **MD EASY** to make a sub-directory named EASY (if you already have a sub-directory named EASY use another name of your choice).
3. At the C> prompt type **CD EASY** (this will change directories to the sub-directory named EASY).
4. Place the original EASY MEASUREMENT disk in drive A.
5. At the C> prompt type **COPY A:*.*** (this will cause all of the programs contained on the original disk to be copied to the directory called EASY).
6. When the copy process is complete store the original EASY MEASUREMENT disk in a safe place.

USING EASY MEASUREMENT

Booting EASY MEASUREMENT Single & Dual Drives

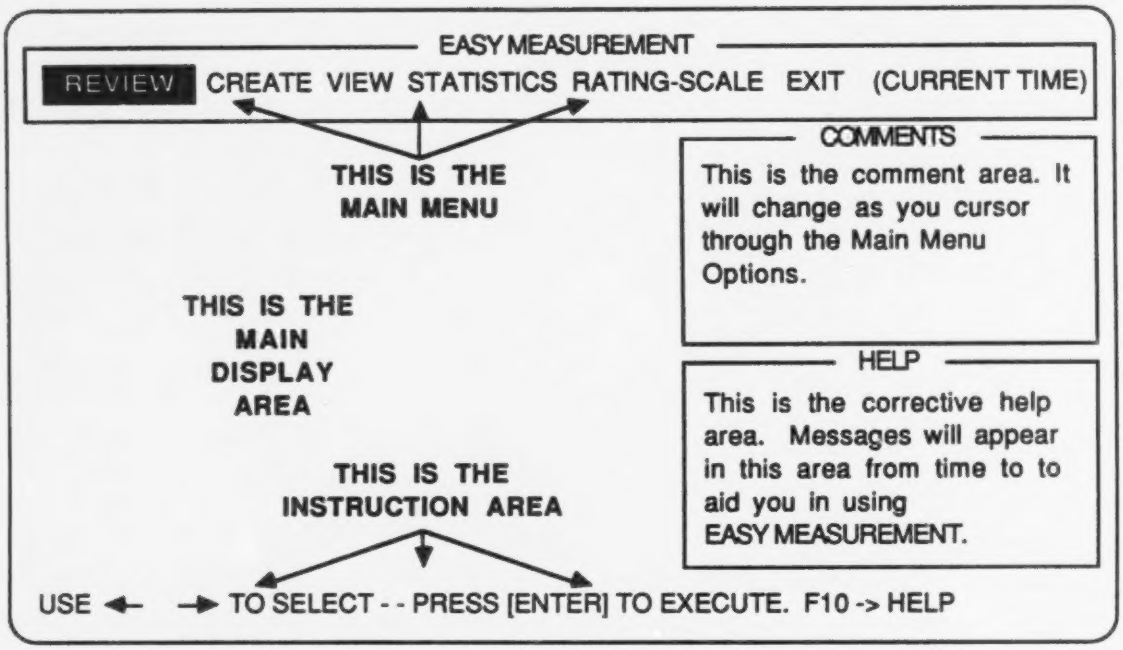
Starting the program is very easy, simply place your working copy of EASY MEASUREMENT in drive A and turn on your PC. The original disk contains an AUTOEXEC.BAT file that will boot directly into EASY MEASUREMENT.

Booting EASY MEASUREMENT Hard Drives

Turn on you computer and peripherals. At the C> prompt change directories to the sub-directory containing EASY MEASUREMENT (CD EASY). At the C> prompt type AUTOEXEC and the program will execute.

Menu Options and How to Select

After the introduction 'screen displays' have been generated the program will display the Main Menu (shown below) as part of the standard screen display (shown below). The options available to you are listed across the top of the display along with the current time (if set at the time prompt).


EASY MEASUREMENT
REVIEW
CREATE
VIEW
STATISTICS
RATING-SCALE
EXIT
(CURRENT TIME)
THIS IS THE MAIN MENU
COMMENTS
THIS IS THE MAIN DISPLAY AREA
HELP
THIS IS THE INSTRUCTION AREA

This is the comment area. It will change as you cursor through the Main Menu Options.

This is the corrective help area. Messages will appear in this area from time to to aid you in using EASY MEASUREMENT.

USE ← → TO SELECT - - PRESS [ENTER] TO EXECUTE. F10 -> HELP

To select any option listed, use the left and right cursor (arrow) keys located either on the numeric key pad or separate cursor key pad. When using the cursor keys notice that the highlight moves from one option to the next. Notice too, that as the highlight moves from one option to the next the messages in the COMMENTS box change. These messages indicate briefly what functions are associated with each option. To choose any option first select it by moving the highlight to that option and then press the [ENTER] key.

After you have executed an option the highlight and COMMENTS section are frozen as a reminder of which option has been chosen. A new menu or message will be displayed in the MAIN DISPLAY AREA, in accordance with the option chosen. The INSTRUCTION AREA at the bottom of the display provides further instructions on how to choose options or answer prompts.

ON-LINE HELP

Only a limited amount of help is necessary to operate this software and this documentation should provide all the help needed. There is; however, limited on-line help for the MAIN MENU OPTIONS. Prior to executing an option, by pressing the [ENTER] key, you may press the [F10] key and receive help on that option. Move the highlight to different options and press the [F10] key to view the different help displays.

Other types of help will be displayed as you use the software either in the HELP box or in the MAIN DISPLAY AREA. This type of help is usually to notify of an error in filename length, number of subjects, or missing data.

Review Option

The REVIEW option is a quick review of some of the statistical and measurement concepts that are contained in the software and with which you as a user should be familiar. This portion of the program is not intended to replace formal training in statistics or measurement. Pressing the [F10] key with Review highlighted at the MAIN MENU will display references that will help in acquiring specific knowledge in these areas.

Create Option

The CREATE option allows you to create, modify, and store data sets on disk for later use in the statistics and view sections.

View Option

The VIEW option allows you to inspect the data set either on the monitor or as a printout.

Statistics Option

The STATISTICS option will perform statistical operations on the data sets you create and display or print out the results. There are three ways that the data can be analyzed and these will be explained later in more detail.

Rating-Scale Option

The RATING-SCALE option will allow you to create, modify and print out 5 response Likert type scales. It does this by prompting you for information which is stored on disk for later editing or printing. A maximum of 10 items (questions) is permitted for each scale.

Exit Option

The EXIT option provides 2 different services. The first is a DOS shell routine where the drive containing the data disk can be specified. The second, as the name implies, returns you to the DOS operating system.

USING THE OPTIONS

Review Option

To execute the Review option move the highlight to Review and press [ENTER]. The Review Menu will be displayed and you may choose those areas you wish to review by selecting an option using the up and down arrows and then pressing [ENTER] to execute.

The concepts contained within this review include: Measures of Central Tendency, Variability, Correlation, Scores and Norms, Reliability, and Validity. These sections cover the basic concepts and are not intended to replace formal training in statistics and measurement.

Create Option

To execute the Create option move the highlight to Create and press [ENTER]. A new menu will be presented in the MAIN DISPLAY AREA. Choose an option from this menu by using the up and down arrows to select the option and press [ENTER].

Data Disks & Storage

The software is completely self supporting which means that once it is loaded the program disk may be removed and a data disk inserted. Although it is not necessary to use a data disk it is recommended that data be kept on separate data disks.

Creating Data Sets

To create a new data set select **Create A New Data Set** from the create menu. The software will query responses to set up your data sets.

File names may only contain 8 characters or digits and the first character must be a letter. The software will automatically generate the file extension of .ESY for all data files. File names should be unique as naming a file that already exists will replace the old file with the new file of the same name.

A series of questions will require responses concerning the data set. Answer these queries with the following restrictions in mind: 100 students, 2 observations, and 10 scores as maximum values for these variables. Enter only the numbers that correspond to the amount of data collected for the data set. Data may be added (within the constraints of the program) at a later time when it is obtained.

If all answers to these data questions are correct press the [Y] key. If not press the [N] key and repeat the above procedure. The program will initialize the data set and will display a message to use the **Enter Modify Data** option to enter data.

Upon completion of data initialization you are asked if you wish to save the data set. You should always respond by pressing [Y] unless you want to abort the data set just created.

Entering Data

After the data set has been initialized and saved the create menu is displayed. Choose **Enter Modify Data** to enter your data. You will be asked how many scores and observations you wish to enter at this time. You should try to enter all the data for which you initialized the data set at this time (if it is not possible to do this, data can be entered later using the Edit function).

Read the screen carefully as you begin your data entry. It is not necessary to include student/subject names in the data set. To exclude names simply press the [ENTER] key to tab through the name fields and begin entering data for each subject.

Upon completion of the data entry you will be asked if you wish to save the data set. Again, you should respond with [Y] unless you want to lose your data. If you used student names you will also be asked if you want to alphabetize your data by last name.

Modifying Data

Once a data set has been created and saved the data can be modified using the **Enter Modify Data** option from the main menu. The software checks to see if the data set named is empty, if it is, the program will go to the data entry mode, however, if some data has been entered the program will go into a Review mode. While in the Review mode each record can be viewed, edited, and more students, scores or observations added to your data set.

To edit the data in a particular record press the [F3] or [F4] keys until you are viewing the record you wish to edit. Press the [F5] key to enter the edit mode. The cursor will appear next to the first field that can be changed (according to the way the file was originally created). Type the change and press [ENTER] or press [ENTER] to move to the next field. Continue to move through the records' data fields until you have moved past the last field. This will return you to the review mode and display the record and the changes you have made.

When all changes have been made to the data set press [F1] to exit. An option to save the changes or to exit without saving will be presented after pressing [F1].

Exit Create

When you are finished creating, entering, and modifying data sets use the **Exit Create** option to return to the Main Menu. If you have forgotten to save the data, return to the Create option and use the **Enter Modify Data** option to save your data.

Viewing Data

Once the data has been entered and saved you can view it in two ways; either printed on paper or on the screen. To execute the View option move the highlight to View and press [ENTER].

The program will prompt you with the current file and ask whether you wish to view a directory of files. You may use the current file or select a new file to use.

The next option is to print a copy of the data. If you indicate no by pressing [N] you will view the data on the monitor one record at a time. After completing the option you have chosen the program will return to the Main Menu options.

Statistics Option

To execute the Statistics option move the highlight to Statistics and press [ENTER]. A menu of options will be presented. Select the option desired and press [ENTER].

Statistics Across Students

This option allows you to produce descriptive statistics across the number of students in your data sets. It will generate these statistics across students for each of the scores you have entered (maximum of 10). This is similar to what you might do as a teacher computing statistics on an assignment for an entire class. The descriptive statistics provided include: sum, mean, and standard deviation.

This option will also provide frequency of scores, standard scores, and percentiles for each score in the data set. These standard scores include: Z-scores, T-scores, and IQ based scores (mean = 100 and standard deviation = 15) (i.e., this will produce a maximum of 10 standard score tables for each observation or rater).

Lastly the program will estimate the reliability using one of two methods. The first method requires that you have entered two observations for each of the scores in the data set. This could be done using a test-retest method which requires that you administer an instrument twice to the same students/subjects with some interval of time between administrations. It is also possible with this method to compute an inter-rater reliability using two individuals rate the same students/subjects behavior on a behavioral checklist or performance rating scale. The second approach uses the KR-21 formula to estimate the internal consistency of each score. This method requires that you enter only one observation for each score in the data set. For both methods, the Standard Error of Measurement will also be reported based on the method of reliability computed. To summarize, the reliability coefficient produced will be a KR-21 if only one observation / rater is used, test-retest coefficient if the scores/items are from two time points, or an inter-rater reliability if two individuals were used to rate the scores/items at the same time.

A prompt will appear with the current data set after selecting this option. You will have an opportunity to view a directory of files and to change the current data set. After you have completed this task the program will begin to calculate the statistics in this option. Numbers will be printed in the main display area corresponding to approximately every 25 calculations. The computing time can range form 1 to 20 minutes depending on the size of your data set and the clock speed of your PC. Be patient, the computer will announce its completion with a musical phrase and display the first part of the output. Follow the prompts on the screen to view the data. When you have completed viewing the data on the screen you will be given the option of printing the data.

Statistics Across Scores/Items

This option is designed with the rating scale or observational checklist in mind. It provides similar types of statistics as the first option (across students) with one difference. This option looks at the data as item scores, not students. For example: a 5 item test on which the maximum score is 25, each score or item could range from 0 to 5 and each student would have 5 scores for each of the 5 items. The software will compute the statistics for each score/item.

This option will compute the sum, mean, and standard deviation for all of the scores/items for each student and then compute the mean and standard deviation of those totals.

The program will compute the frequencies for each score/item as well as standard scores and percentiles for each score/item and will provide reliability by score/item using either of the two methods described in the first option along with the standard error of measurement. As contrasted with the first option these statistics are computed over the sum of the scores or items entered (i.e., 5 scores for each student will produce one set of standard scores for each observation / rater). The reliability coefficient will be a KR-21 if only one observation / rater is used, test-retest coefficient if the scores/items are from two time points, or an inter-rater reliability if two raters were used to rate the scores/items at the same time.

This option also has a hidden feature. It will allow you to compute inter-rater reliabilities by creating a data set with 1 student, a number of scores/items, and 2 observations / raters. The reliability coefficient reported will be the inter-rater reliability for the two raters involved.

A prompt will appear with the current data set after selecting this statistics option. You will have an opportunity to view a directory of files and to change the current data set. After you have completed this task the program will begin to calculate the statistics in this option. Numbers will be printed in the main display area corresponding to approximately every 25 calculations. The computing time can range form 1 to 20 minutes depending on the size of your data set and the clock speed of your PC. Be patient, the computer will announce its completion with a musical phrase and will display the first part of the output. Follow the prompts on the monitor to view the data. When you have completed viewing the data on the screen you will be given the option of printing the data.

Intercorrelations

The last statistical option computes the intercorrelations of the scores/items in your data sets. This option will provide a matrix of Pearson Product-Moment correlations for the number of scores/items in your data set for each observation / raters. Similar prompts appear in this option as in the first two options for file names and viewing of a directory. This option can be used to provide correlations among all scores/items, which have many uses depending on the type of data entered for each score/item. The option can also be used to produce validity coefficients by representing score/item one as a predictor (X) variable (e.g. performance sample scores) and score/item two as a criterion (Y) variable (e.g. job performance rating). A maximum of a 10 by 10 matrix can be computed in this manner.

Exit Statistics

Choose this option to exit the Statistics option and return to the Main Menu.

Rating-Scales

To execute the Rating-Scale option move the highlight to Rating-Scale and press [ENTER]. A menu of options will be presented. Select the option desired and press [ENTER].

Creating A Rating Scale

Select **Create A New Rating Scale** and press [ENTER]. A prompt to name the file will appear on the monitor -- name the file with a maximum of 8 characters. The software will automatically add the extension '.TXT' to the file name given.

After naming the file a prompt to enter a title will be presented. Create a title you want to appear at the top of the rating scale. The program allows one line of 45 characters for the title. Enter your title and ensure it is correct prior to pressing [ENTER].

Next enter the directions for the scale being created. A maximum of 5 lines of 45 characters per line are allowed by the program. Each line will be displayed as you enter characters. A tone will sound 5 characters prior to the end of each line. If you type past the 45 character limit a tone will sound and a message will appear indicating that the backspace should be used to reduce the line length. Ensure that each line is correct prior to pressing [ENTER]. Once a line has been entered it will be displayed below the instructions and input area.

After completing the instructions, 4 choices for the scale headings will be displayed. To choose the one you wish to use type the number of that choice and press [ENTER]. The 4 choices include: 1) Strongly Disagree / Strongly Agree; 2) Low / High; 3) Poor / Excellent; and 4) Very Dissatisfied / Very Satisfied. Once a choice is made the items for the scale should read in ways that are in agreement with the scale heading chosen.

A prompt requesting the number of items for the scale will appear. Enter a number (maximum of 10 items) and press [ENTER]. Each question is entered separately and in a similar manner as explained for the directions with the following differences: 4 lines per item / question and 40 characters per line.

Upon completion of the above steps the program will save the file with the indicated name. If you have made an error or wish to change some of the items use the **Modify / Print A Scale** option.

Modifying A Scale

Select **Modify / Print A Scale** and press [ENTER]. After selecting a file choose the option Modify by pressing the number [1] to enter the modify mode.

The title will be displayed followed by a the prompt 'Change Y/N'. If you wish to change the title press [Y]. The cursor will appear directly below the title and you must type the new line containing the corrections and press [ENTER]. The corrected version will replace the old line. The same process will be repeated for the directions and the items except that all of the lines will be displayed and a choice to correct one or more of the lines will be received.

Upon completion of this operation an opportunity to change the file name will be displayed. This is useful when developing slightly different scales, thereby avoiding retyping the common parts of the scale a second time.

Printing A Scale

Select **Modify / Print A Scale** and press [ENTER]. After indicating a file, choose the option **Print** by pressing the number [2] to enter the print mode.

Ensure that your printer is ready and press [ENTER]. After completion of printing the program will return to the Rating-Scales menu.

Data Drive and Exit

The DOS shell is provided as a means of indicating where the data files are to be saved and read. If you do not indicate a drive the program will assume the drive from which the program was started is also the data drive. Select EXIT from the main menu and press [ENTER]. Select from the Exit menu Data Drive and press [ENTER]. At the drive prompt type the letter of the drive containing the data disk followed by a colon (i.e., B:) and press [ENTER]. All data will be read from and saved to the drive specified.

To exit the program select from the Exit menu **Quit** and press [ENTER]. After a closing message the program will return control to DOS.

Sample Session 1: Entering & Viewing Data

The process of establishing technical data for assessment purposes can lead one in many directions. One of those directions could be the development of local performance samples. In this sample session let us assume that such sample has been developed with the associated rating scale. A set of data has been collected and now the technical data needs to be provided for future use.

First, start the program EASY MEASUREMENT (refer to Getting Started). Be sure to read the introduction screen if this is your first time using the software.

When the Main Menu is displayed use the right arrow key to move the highlight to CREATE and then press the [ENTER] key. We will use the current disk as the data disk for the sample sessions, however, for your data it is recommended that you use a different disk for data storage (to change disks and drives see the EXIT option).

A new menu will be displayed. Since we need to create a new data set and that is the highlighted option press the [ENTER] key.

Next you are asked to enter a file name. Type [firstset] and press the [ENTER] key. Enter the number of students [5], then number of scores/items [10], and the number of observations / raters [1].

The program will next ask you if your responses are correct; if they are press the [Y] key. If you have made a mistake press [N] and re-enter the numbers indicated above.

When the program prompts you with **save this file** respond with the [Y] key.

The software returns you to the CREATE menu and the **Enter / Modify Data** option is highlighted. Press the [ENTER] key to begin entering data. The software will place you in the data entry mode and will display some instructions.

Next, the program prompts you for the number of scores/items you will be entering at this time -- enter [10]. The program now prompts you for the number of observations / raters -- enter [1].

The program now displays the beginning of record 1 and the words LAST NAME. If you desired you could enter the students last name, however for this exercise press the [ENTER] key. Now FIRST NAME is displayed -- again press the [ENTER] key to bypass entering the name.

Next the program displays OBSERVATION 1 SCORE 1. Enter the first score [5] and press the [ENTER] key. The prompt changes only slightly OBSERVATION 1 SCORE 2. Enter the following remaining data for student 1.

SCORE 2 = 4
SCORE 3 = 3
SCORE 4 = 5
SCORE 5 = 3
SCORE 6 = 5
SCORE 7 = 2
SCORE 8 = 1
SCORE 9 = 4
SCORE 10 = 5

The software prompts you to quit input or continue -- there are four more students scores to enter so press any key other than Q. At the name prompts press the [ENTER] key and enter the following data for the next four students

Student 2	Student 3	Student 4	Student 5
SCORE 1 = 2	SCORE 1 = 5	SCORE 1 = 3	SCORE 1 = 1
SCORE 2 = 3	SCORE 2 = 2	SCORE 2 = 3	SCORE 2 = 1
SCORE 3 = 2	SCORE 3 = 2	SCORE 3 = 2	SCORE 3 = 3
SCORE 4 = 5	SCORE 4 = 4	SCORE 4 = 3	SCORE 4 = 3
SCORE 5 = 4	SCORE 5 = 3	SCORE 5 = 4	SCORE 5 = 1
SCORE 6 = 2	SCORE 6 = 3	SCORE 6 = 3	SCORE 6 = 4
SCORE 7 = 4	SCORE 7 = 3	SCORE 7 = 3	SCORE 7 = 4
SCORE 8 = 2	SCORE 8 = 2	SCORE 8 = 3	SCORE 8 = 3
SCORE 9 = 3	SCORE 9 = 1	SCORE 9 = 3	SCORE 9 = 4
SCORE 10 = 1	SCORE 10 = 2	SCORE 10 = 4	SCORE 10 = 3

Press any key to continue and when prompted to save the data enter [Y]. You are again returned to the CREATE menu. Use the down arrow key and select **Exit Create** and press the [ENTER] key.

Once the data has been entered it is a good practice to review the data set to ensure accuracy. To do this the program allows one to view the data. From the main menu select **VIEW** using the right arrow key and press [ENTER]. A prompt will appear asking if you want a print out. The printout is the easiest means of checking a data set as all of the data can be viewed at once. If a printer is available respond to the prompt with [Y] and follow the prompts on the monitor. If a printer is unavailable respond with [N] and the data will be displayed record-by-record on the screen until you have viewed the entire data set. Once the data has been printed or viewed on the monitor the program returns to the main menu. This is the end of the first sample session. To exit the program select EXIT from the main menu and press [ENTER], then press [2] to exit to the DOS prompt.

Sample Session 2: Statistics & On-line Help

First Start EASY MEASUREMENT as before. Since this is not your first time using the software you need not spend as much time at the introduction screen. Select **STATISTICS** from the main menu and press [F10]. The program will display a single page of information about the statistics option. Similar help is available for each of the main menu options. Press any key to continue. Notice that the help disappears and returns to the option selected, now press [ENTER].

A new menu is displayed with 4 options. Select **Across Scores / items** using the down arrow key and press [ENTER]. **This option was selected because we are interested in the students total score across the 10 item scale and need to develop the norms and other technical data needed for this scale.**

If you did not exit after completing Sample Session 1 the program will indicate that the current file is FIRSTSET, otherwise it should display NONE as the current file. An opportunity is available to view a directory of the files at this time. Respond to this opportunity with [N]. Next the current file is displayed again with an opportunity to change the file to be used for the statistical option chosen. Enter [FIRSTSET] if you have NONE or a different file name as the current file and press [ENTER]. If FIRSTSET is the current file press [ENTER].

Next, the program displays a message about computing statistics and displays a changing set of numbers. If the maximum number of students, scores, and observations has been entered the computing time will vary between 5 and 20 minutes depending on the clock speed of the PC being used. Be patient, the program will announce its completion of the compilation with a musical phrase and display the first portion of the information requested.

Follow the prompts on the monitor to view the data. When all the data has been viewed an opportunity is presented to print the data. It is a good practice to print a hard copy of the data. Once the option is completed the program returns to the Statistics menu and you may select any of the other options available and use other data sets for those options. Your data should look similar to the sample output headed "STATISTICS ACROSS SCORES/ITEMS".

Although we have just scratched the surface of what the software can do This completes the sample sessions. It is up to you, the user, to explore where this program could provide needed technical data, and help in interpreting data for different populations within individual programs. Test scores, ratings, and performance data are just numbers unless you, the user of this data can make well informed judgments about the data and can interpret that data in a meaningful way.

Three other data sets are supplied with the original disk (Sampl, Samp2, and Samp3), use these with any of the Statistics options.

Printed Output & Scales

Immediately following this section are examples of the printed output available including: the data set; statistics across students, across scores/items, and intercorrelations, and the Generic Performance Sample Rating Scale.

On each of the different output samples notice the following is displayed: 1) the name of the file, 2) the type of output (data set, across students, across scores/items, and intercorrelations), 3) the number of students, scores or items, and observations or raters, 4) time and date, and 5) page number. This will help maintain the organization of the output when filed.

A sample rating scale is provided after the output samples. It is the Generic Performance Sample Rating Scale (GPSRS) which is also a file on the original disk (GPRS.TXT).

All scales will be a 5 point Likert type with the different headings previously discussed. It should be possible to construct a number of different behavioral rating scales using this type of procedure and then develop the technical data to help interpret the information collected.

```
***** STATISTICAL OUTPUT ACROSS STUDENTS *****
FILE: sampl.ESY   DATE: 12-04-1987   TIME: 06:46:02  PAGE  1
NUMBER OF STUDENTS  11
NUMBER OF SCORES/ITEMS  3
NUMBER OF OBSERVATIONS/RATERS  2
------------------------------------------------------------------
Summary Statistics Across Students

Observation  1
Score/Item  1
     Sum =  893   Mean =  81.18  SD =  11.46
Score/Item  2
     Sum =  795   Mean =  72.27  SD =  12.40
Score/Item  3
     Sum =  729   Mean =  66.27  SD =  16.08

Observation  2
Score/Item  1
     Sum =  938   Mean =  85.27  SD =  10.73
Score/Item  2
     Sum =  844   Mean =  76.73  SD =   9.76
Score/Item  3
     Sum =  788   Mean =  71.64  SD =  16.34
```

```
***** STATISTICAL OUTPUT ACROSS STUDENTS *****
FILE: sampl.ESY   DATE: 12-04-1987   TIME: 06:46:03  PAGE  2
NUMBER OF STUDENTS  11
NUMBER OF SCORES/ITEMS  3
NUMBER OF OBSERVATIONS/RATERS  2
-----------------------------------------------------------------
            Standard and Percentile Scores

         Observation/Rater  1
Score  1
Score   Freq   Z-Score   T-Score   IQ-Score   %-Tile
  91      1     0.86       59        113       80
  90      4     0.77       58        112       78
  88      1     0.59       56        109       72
  80      1    -0.10       49         98       46
  79      1    -0.19       48         97       42
  75      1    -0.54       45         92       29
  65      1    -1.41       36         79        8
  55      1    -2.28       27         66        1
Score  2
Score   Freq   Z-Score   T-Score   IQ-Score   %-Tile
  87      1     1.19       62        118       88
  80      3     0.62       56        109       73
  78      1     0.46       55        107       68
  77      1     0.38       54        106       65
  76      1     0.30       53        105       62
  70      1    -0.18       48         97       43
  67      1    -0.43       46         94       34
  60      1    -0.99       40         85       16
  40      1    -2.60       24         61        1
Score  3
Score   Freq   Z-Score   T-Score   IQ-Score   %-Tile
  90      2     1.48       65        122       93
  77      1     0.67       57        110       75
  70      1     0.23       52        103       59
  67      2     0.05       50        101       52
  66      1    -0.02       50        100       49
  65      1    -0.08       49         99       47
  60      1    -0.39       46         94       35
  40      1    -1.63       34         75        5
  37      1    -1.82       32         73        3

         Observation/Rater  2
Score  1
Score   Freq   Z-Score   T-Score   IQ-Score   %-Tile
  93      1     0.72       57        111       76
  92      2     0.63       56        109       73
  91      2     0.53       55        108       70
  90      1     0.44       54        107       67
  88      2     0.25       53        104       60
  87      1     0.16       52        102       56
  66      1    -1.80       32         73        4
  60      1    -2.36       26         65        1
Score  2
Score   Freq   Z-Score   T-Score   IQ-Score   %-Tile
  90      1     1.36       64        120       91
  88      1     1.15       62        117       88
  80      3     0.34       53        105       63
  78      2     0.13       51        102       55
  77      2     0.03       50        100       51
```

```
***** STATISTICAL OUTPUT ACROSS STUDENTS *****
FILE: sampl.ESY   DATE: 12-04-1987   TIME: 06:47:29  PAGE  3
NUMBER OF STUDENTS  11
NUMBER OF SCORES/ITEMS  3
NUMBER OF OBSERVATIONS/RATERS  2
----------------------------------------------------------------------
   60       1   -1.71       33        74         4
   56       1   -2.12       29        68         1
Score  3
Score    Freq   Z-Score    T-Score   IQ-Score   %-Tile
   93       1    1.31       63       120        90
   90       1    1.12       61       117        87
   89       1    1.06       61       116        86
   87       1    0.94       59       114        83
   70       2   -0.10       49        98        46
   69       1   -0.16       48        98        44
   67       1   -0.28       47        96        39
   65       1   -0.41       46        94        34
   45       1   -1.63       34        76         5
   43       1   -1.75       32        74         4


          Coefficients by Observation
Score  1
r =   0.95
Standard Error of Measurement =   2.56

Score  2
r =   0.91
Standard Error of Measurement =   3.72

Score  3
r =   0.93
Standard Error of Measurement =   4.25
```

```
***** STATISTICS ACROSS SCORES/ITEMS *****
FILE: samp2.ESY   DATE: 12-04-1987   TIME: 06:49:55  PAGE  1
NUMBER OF STUDENTS  11
NUMBER OF SCORES/ITEMS  10
NUMBER OF OBSERVATIONS/RATERS  2
-----------------------------------------------------------------
Summary Statistics Across Scores/Items
Observation/Rater  1
Student  1
     Sum =  32   Mean =    3.20  SD =    0.75
Student  2
     Sum =  36   Mean =    3.60  SD =    0.80
Student  3
     Sum =  28   Mean =    2.80  SD =    0.60
Student  4
     Sum =  32   Mean =    3.20  SD =    0.60
Student  5
     Sum =  38   Mean =    3.80  SD =    0.40
Student  6
     Sum =  19   Mean =    1.90  SD =    0.54
Student  7
     Sum =  27   Mean =    2.70  SD =    0.64
Student  8
     Sum =  30   Mean =    3.00  SD =    0.63
Student  9
     Sum =  29   Mean =    2.90  SD =    0.54
Student  10
     Sum =  27   Mean =    2.70  SD =    0.46
Student  11
     Sum =  27   Mean =    2.70  SD =    1.19

Observation/Rater  2
Student  1
     Sum =  40   Mean =    4.00  SD =    0.63
Student  2
     Sum =  37   Mean =    3.70  SD =    0.64
Student  3
     Sum =  33   Mean =    3.30  SD =    0.78
Student  4
     Sum =  38   Mean =    3.80  SD =    0.40
Student  5
     Sum =  34   Mean =    3.40  SD =    0.49
Student  6
     Sum =  21   Mean =    2.10  SD =    0.83
Student  7
     Sum =  37   Mean =    3.70  SD =    1.00
Student  8
     Sum =  31   Mean =    3.10  SD =    0.83
Student  9
     Sum =  35   Mean =    3.50  SD =    0.50
Student  10
     Sum =  36   Mean =    3.60  SD =    0.49
Student  11
     Sum =  34   Mean =    3.40  SD =    1.20
```

```
***** STATISTICS ACROSS SCORES/ITEMS *****
FILE: samp2.ESY   DATE: 12-04-1987   TIME: 06:50:13  PAGE  2
NUMBER OF STUDENTS  11
NUMBER OF SCORES/ITEMS  10
NUMBER OF OBSERVATIONS/RATERS  2
---------------------------------------------------------------------
             Standard and Percentile Scores


Observation/Rater  1
Score    Freq    Z-Score    T-Score    IQ-Score    %-Tile
  38       1      1.74        67        126         96
  36       1      1.33        63        120         91
  32       2      0.51        55        108         69
  30       1      0.09        51        101         54
  29       1     -0.11        49         98         46
  28       1     -0.32        47         95         37
  27       3     -0.52        45         92         30
  19       1     -2.17        28         67          1

Across Students Mean =  29.55 SD =   4.85

Observation/Rater  2
Score    Freq    Z-Score    T-Score    IQ-Score    %-Tile
  40       1      1.21        62        118         89
  38       1      0.80        58        112         79
  37       2      0.59        56        109         72
  36       1      0.38        54        106         65
  35       1      0.17        52        103         57
  34       2     -0.04        50         99         48
  33       1     -0.25        48         96         40
  31       1     -0.66        43         90         25
  21       1     -2.75        23         59          1

Across Students Mean =  34.18 SD =   4.80

Coefficients
r =   0.66
Standard Error of Measurement =   0.02
```

```
***** INTERCORRELATION OF SCORES/ITEMS *****
FILE: samp2.ESY   DATE: 12-04-1987   TIME: 06:52:39  PAGE  1
NUMBER OF STUDENTS  11
NUMBER OF SCORES/ITEMS  10
NUMBER OF OBSERVATIONS/RATERS  2
------------------------------------------------------------------

               INTERCORRELATIONS OF SCORES FOR OBSERVATION  1

      1      2      3      4      5      6      7      8      9     10

 1   1.00   0.79   0.62   0.63   0.44   0.36  -0.12   0.11   0.28  -0.07
 2          1.00   0.68   0.75   0.50   0.35   0.17   0.00   0.33   0.18
 3                 1.00   0.72   0.02   0.31   0.35   0.14   0.17   0.29
 4                        1.00   0.51   0.55   0.48   0.31   0.23   0.35
 5                               1.00   0.65   0.24   0.48   0.22   0.09
 6                                      1.00   0.55   0.64  -0.19  -0.17
 7                                             1.00   0.59   0.11   0.24
 8                                                    1.00   0.00   0.00
 9                                                           1.00   0.63
10                                                                  1.00

               INTERCORRELATIONS OF SCORES FOR OBSERVATION  2

      1      2      3      4      5      6      7      8      9     10

 1   1.00   0.41  -0.10   0.27   0.58   0.02   0.15   0.19   0.70   0.54
 2          1.00   0.21   0.19   0.52   0.38   0.12  -0.11   0.29  -0.09
 3                 1.00   0.56   0.56   0.15  -0.04   0.45   0.18  -0.66
 4                        1.00   0.79  -0.37   0.35   0.10   0.40   0.10
 5                               1.00   0.02   0.15   0.37   0.60  -0.01
 6                                      1.00  -0.07   0.46  -0.05  -0.35
 7                                             1.00   0.14   0.54   0.46
 8                                                    1.00   0.40  -0.26
 9                                                           1.00   0.34
10                                                                  1.00
```

GENERIC PERFORMANCE RATING SCALE

Directions: While observing the performance sample, rate the examinee's behavior on the foloowing items. The greater the agreement the better the examinee has performed.

	STRONGLY DISAGREE				STRONGLY AGREE
1. The instructions were followed correctly.	1	2	3	4	5
2. The technique used was appropriate to the task.	1	2	3	4	5
3. The time taken to perform the task was reasonable.	1	2	3	4	5
4. The task was performed in a safe manner.	1	2	3	4	5
5. The finished product was useable.	1	2	3	4	5
6. The examinee avoided inappropriate behavior during performance of the task.	1	2	3	4	5
7. The examinee was able to communicate an understanding of the task.	1	2	3	4	5
8. The examinee appeared to be interested in the task.	1	2	3	4	5
9. The examinee could probably make a living at this task.	1	2	3	4	5
10. I would be willing to employ the examinee to perform this task if I had an appropriate job opening.	1	2	3	4	5

Vocational Assessment Handbook (VAH)

Appendix D

Annotated Bibliography of Resources for Vocational Assessment

BEST COPY AVAILABLE

Appendix D

ANNOTATED BIBLIOGRAPHY OF RESOURCES FOR VOCATIONAL ASSESSMENT

Included here, in alphabetical order, are resources useful in the vocational assessment process. Among the references annotated are those pertaining to instrument descriptions and reviews, basic measurement techniques, assessments with special needs students, work (performance) sample development, and using assessment information.

Anastasi, A. (1982). *Psychological testing* (5th ed.). New York: Macmillan.
This test provides information on the technical aspects of psychological tests and the correct interpretation and use of test results.

Bolton, B. (Ed.). (1976). *Handbook of measurement and evaluation in rehabilitation*. Baltimore, MD: University Park Press.
Collection of papers that covers psychological measurement principles and practices as they are applied in the evaluation of disabled individuals.

Bolton, B. (Ed.). (1986). *Handbook of measurement and evaluation in rehabilitation* (2nd ed.). University Park, MD: University Park Press.
This text is divided into three major sections: fundamentals of measurement, review of instruments, and applications for rehabilitation. Chapters within the last section address the issues of applying test results in the development of individualized rehabilitative programming with various special populations.

Botterbusch, K. F. (1980). *A comparison of commercial vocational evaluation systems*. Menomonie, WI: Materials Development Center.
This publication compares 15 vocational evaluation systems. A detailed description of each system is given.

Botterbusch, K. F. (1981). *Work sample norms, reliability, and validity*. Menomonie, WI: Materials Development Center.
This publication discusses the technical aspects of developing work samples and provides practical guidelines.

Botterbusch, K. F. (1987). *Vocational assessment and evaluation systems: A comparison*. Menomonie, WI: Materials Development Center.

This publication is an update of the 1980 edition. It contains more instruments including evaluation systems and other vocational assessment devices.

Botterbusch, K. F., & Michael, N. (1985). *Testing and test modification in vocational evaluation*. Menomonie, WI: Materials Development Center.

This publication is beneficial in selecting commercially available instruments that can be used in particular vocational assessment situations.

Brolin, D. E. (1982). *Vocational preparation of persons with handicaps*. (2nd ed.). Columbus, OH: Charles E. Merrill.

This book can serve as a basic reference for any educator working to prepare students with handicaps for a vocational role.

Cronbach, L. J. (1970). *Essentials of psychological testing* (3rd ed.). New York: Harper and Row.

A Widely used text designed to be a comprehensive introduction to the uses of testing, types of tests, administration, scoring, and validation.

Educational Testing Service. (1987). *Test collection (Vol. 2): Vocational tests and measurement devices*. Phoenix, AZ: Onyx.

This second volume in a series describes vocational aptitude and interest measures, work samples, career development and attitude instruments, and certification tests. It also includes measures for use with handicapped people.

Flanagan, M., Boyer-Stephens, A., Maxam, S., Hughey, J., & Alff, M. (no date). *Career assessment instrument resource guide: A manual for assessing vocational special needs students*. Columbia, MO: Missouri LINC/University of Missouri-Columbia.

Focusing on issues central to career assessment of handicapped students, this text addresses nine special populations. Information is provided on the selection of assessment instruments, report writing, and interpretation and use of assessment results. In addition, brief reviews on 152 assessment instruments are provided.

Horrocks, J. E., & Schoonover, T. L. (1968). *Measurement for teachers*. Columbus, OH: Charles E. Merrill.

Written specifically for teachers, counselors, and others in the school setting. This book is strong on the measurement of achievement, but also contains sections on intelligence and interests.

Kapes, J. T., & Mastie, M. M. (Eds.). (1982). *A counselor's guide to vocational guidance instruments*. Alexandria, VA: The National Career Development Association.

This book is a compendium of instrument descriptions and reviews written for practitioners. Forty instruments are reviewed in depth with a brief description of 70 additional instruments.

Kapes, J. T., & Mastie, M. M. (Ed.). (1988). *A counselor's guide to career assessment instruments* (2nd ed.). Alexandria, VA: The National Career Development Association.

This is a revision of the original 1982 publication with 43 complete reviews and 169 additional instruments briefly described. Many instruments appropriate for both disadvantaged and handicapped students are included.

Keyser, D. J., & Sweetland, R. C. (Eds.). (1984-87). *Test critiques*. (Vols. 1-6). Kansas City, MO: Test Corporation of America.

This six volume work is comprised of original reviews of measurement devices which are the most frequently used in the areas of psychological, educational, and business testing. It includes most instruments used in vocational guidance.

Krug, S. E. (Ed.). (1987). *Psychware yearbook: A reference guide to computer-based products for behavioral assessment in psychology, education, and business*. Kansas City, MO: Test Corporation of America.

This comprehensive reference contains 339 entries for computer-based assessment packages, ranging from vocational guidance to behavioral medicine. Information on each instrument includes: product name, supplier, category, application, sales restrictions, type and cost of service, product descriptions, and sample printouts.

McCray, P. (1980). *Suggested guidelines for evaluating work samples*. Menomonie, WI: Materials Development Center.

This booklet provides a thorough understanding of the essential elements of a well constructed work sample.

McCray, P. (1980). *Work sample manual clearinghouse catalog*. Menomonie, WI: Materials Development Center.

This publication lists all work sample manuals currently available through the MDC. The manuals can be borrowed or rented from the MDC and copied for local use.

Mitchell, J. V., Jr. (Ed.). (1983). *Tests in print III*. Lincoln, NE: Buros Institute of Mental Measurements, The University of Nebraska Press.

Contains a thorough listing and brief description of most tests published in the English language.

Mitchell, J. V., Jr. (Ed.). (1985). The ninth mental measurements yearbook. Volumes I and II. Lincoln, NE: Buros Institute of Mental Measurements, The University of Nebraska Press.

Each yearbook contains descriptions of tests, critical reviews, and references to research studies using the test.

Peterson, M. (1986). Vocational assessment for vocational education: Competency analysis and work sample development. Starkville, MS: Author.

The author reviews the problems in using work sample systems with special students. A detailed approach to work sample development, using a criterion-referenced approach, is provided.

Peterson, M. (1986). Vocational assessment of special students: A procedural manual. Starkville, MS: Author.

A comprehensive model of vocational assessment with special students in public schools is presented. The three-stage model includes: 1) a curriculum-based vocational assessment, 2) specific assessment questions, and 3) vocational evaluation--an intensive time-limited process of vocational assessment and exploration.

Power, P. W. (1984). A guide to vocational assessment. Austin, TX: PRO-ED.

This book addresses both the intellectual and emotional needs of handicapped individuals in regard to vocational evaluation and rehabilitation. Specific vocational interest, intelligence, and educational achievement instruments are discussed.

Sarkees, M. D., & Scott, J. L. (1985). Vocational special needs. Alsip, IL: American Technical Publishers.

This book is a resource for educators working with special needs students. Information that is covered includes legislation, assessment, placement, curriculum modification, instruction, and evaluation.

Scholl, G., & Schnur, R. (1976). Measures of psychological, vocational, and educational functioning in the blind and visually handicapped. New York: American Foundation for the Blind.

This book is a compendium of information on tests for those who work with students with visual handicaps.

Sweetland, R. C., & Keyser, D. J. (Eds.). (1986). *Tests: A comprehensive reference for assessments in psychology, education, and business* (2nd ed.). Kansas City, MO: Test Corporation of America.

This second edition of Tests follows close on the heels of the first edition (1983). More recent tests or newer editions of established tests published since 1983 are included. Each test's entry includes the purpose(s) for, as well as a description of, the instrument. Those serving handicapped clientele may find the hearing-impaired, physically-impaired, and visually-impaired indexes to Tests very handy.

Zunker, V. G. (1982). *Using assessment results in career counseling*. Monterey, CA: Books/Cole.

This text provides an overview of assessment as well as chapters describing the use of prominent aptitude, achievement, career maturity, interest, personality, and values instruments. Case studies are included.